

THE "ACTIVE LIVING GO FOR GREEN TOOL KIT"  
INTERNSHIP REPORT

CENTRE FOR NEWFOUNDLAND STUDIES

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FRANCESCA JOHNSON









**The "Active Living Go For Green Tool Kit"  
Internship Report**

by

**Francesca Johnson**

**An Internship Report submitted to the School of  
Graduate Studies in partial fulfilment of  
the requirements for the degree of  
Master of Physical Education**

**School of Physical Education and Athletics  
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### *Internship Over Thesis*

I decided to complete an internship to gain practical experience in the recreation field. In January of 1995 I wrote the graduate committee to let them know that I was interested in completing an internship. At that time Dr. Greg Wood, assistant professor of the School of Physical Education, suggested that I contact Lesley Tomblin at the provincial government in the Division of Recreation and Sport. I did so in March of 1995, and by April we decided that the parks could benefit from an "Active Living Go For Green Tool Kit." This corresponded with background and interests so I decided to take on the challenge. At this time Lesley Tomblin agreed to be my on site supervisor.

A committee was formed with Sharon Porter, Head of Parks Interpretation and Kevin Hunt, who works under her, Lesley Tomblin, Fitness Head in the Recreation and Sport Division and myself. We met several times over the course of my internship with the government.

### *Research and Activities*

During my internship I wrote up my report, visited the parks, and consulted our Tool Kit committee. I conducted research in the parks library, the Memorial University of Newfoundland library, and at the parks themselves. The information on the various steps I went through to completed my report are outlined in detail in my journal.

### *Resources*

Monetary resources were for the most part supplied by the Government, including

transportation to the parks, having the pictures developed, and the printing of the Tool Kit. Information utilized in this project originated from the parks library, the Memorial University library and the internet. I also collected information by consulting with the head of Parks Interpretation and the Park officials of each of the parks studied.

### *Completion Date*

I completed my report, including a final draft of the "Active Living Go for Green Tool Kit" in April of 1996. From January 1996 to April 1996 the Tool Kit itself was passed back and forth between Lesley and I until we were satisfied with the finished product. In April of 1996 I handed in this internship report to Frank Butler and I submitted a final copy of the Tool Kit to Lesley Tomblin.

### *Report Contents*

The report consists of 2 parts. Part I is my daily journal which is a day by day account of the tasks I completed during my internship. Part II is a copy of the "Active living Go For Green Tool Kit". This is a document that I completed that will be used in the parks commencing May 1996.

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PART I:  
Journal

*Thursday September 8th*

Today was the first day of my internship. Lesley Tomblin, my on-site supervisor arrived at 9:00 am and introduced me to the staff in the Recreation and Sport Division. She advised them of my project. Several people expressed an interest in helping out. It was determined by Lesley and I that I will visit a variety of sites to complete my project. This will include the parks I decide to use, different libraries, and Memorial University to use the computers to access information from the internet.

I had a meeting with Kevin Hunt who works with the parks department. We arranged this meeting to decide which parks I will be using for my project. We chose Butter Pot, a large size park, La Manche, a medium size park, and Northern Bay Sands, a small park, to study. We discussed how it will be important to keep focused on Active Living. Up to now the Park officials have been given environmentally focused resources. Although environmental issues will be inherently addressed they will not be the focus of my project. It is Active Living opportunities that will be the focus of this Tool Kit.

Only one of the parks that I will be studying will be open past labour day weekend.

I will therefore need to contact some park officials who worked for the parks by phone. I will need to be granted access by the parks department to the parks if they are closed to the public.

The rest of the today I spent reviewing Active Living materials. This included reviewing a new

resource called 'The Active Camper'.

*Friday September 9th*

Today I wrote up park mini reports with the information I collected. This included La Manche, Butter Pot and Northern Bay Sands. Each report focused on what facilities the parks had to offer to its clientele. After I described each parks facilities I designed recommendations for each park. I have a meeting with Lesley Tomblin on Monday morning and at this time I will discuss with her what I have completed and what other steps need to be taken in order to complete this project.

*Monday September 11th*

Today I revised my park mini reports. I met with Lesley Tomblin to discuss what I have completed thus far. We decided the next thing I will have to do is go visit the parks. She will be contacting the person in charge of the provincial van to get permission to use it to go and visit the parks. We will also need to contact Kevin Hunt to obtain permission to enter those parks that are closed. When Lesley and I visit the parks we will be examining what facilities there are within the parks as well as looking for possible recommendations on providing more Active Living opportunities.

*Tuesday September 12th*

I visited the parks department to conduct research in their library. I obtained materials about different activities that can be held in an outdoor settings as well as some Active Living material. I read this information as I hope to adapt some of it for use in my final project. I contacted a few agencies in Ottawa that have newsletters and books on the topics of Active Living and



activities that can be executed in the outdoor setting, they will be forwarding me information.

*Wednesday September 13th*

Today I went to the Memorial University Library to order articles that pertained to my topic through inter-library loans. I also began to search the internet for information.

*Thursday September 14th*

Today my on site supervisor went away on business. She indicated when she returns Tuesday we will set a date next week to visit the parks.

I did some writing and read more activity books. I met with Dave Feener the head of Active Living Go for Green. He gave me information on this topic which will be useful for my project.

*Friday September 15th*

Today I went to the university and searched the internet for information. I will see about getting a slip account to access the internet from work. For now in order to access that kind of information I will have to go to the University.

*Monday September 18th*

While I wait to visit the parks I am continuing to conduct a search for literature about my topic. I will continue to read through the literature while I wait for other resources, that I have ordered, to arrive at the library.

*Tuesday September 19th*

Today I received new journal articles but they were not what I need for my project, so I have

returned them. Lesley and I have reserved the government van for Thursday-we will take a day to visit Butter Pot park and Northern Bay Sands.

I wrote a list of references that I will use in my project. I continued to sort through the resources I have. I am waiting for an appointment with Sharon Porter head of the Interpretations Program in the Parks Division (she is Kevin Hunts supervisor) to provide me specific detail on her expectations of this Tool Kit. The official committee who convenes on-site for this project is made up of myself, Kevin Hunt, Lesley Tomblin, and Sharon Porter.

*Wednesday September 20th*

Today I prepared for the parks visits I will be making tomorrow. I obtained mapping of the two parks. I wrote down several things I will need to observe tomorrow. Kevin Hunt obtained consent from the supervisor of the parks to visit those parks that are now closed.

*Thursday September 21st*

This was perhaps the most enlightening day I have spent on my project. My supervisor and I visited Butter Pot park where we walked around the campgrounds. On the map we were given the numbering of the campsites was incorrect so it made it difficult to understand exactly where we were. We did eventually discover the error. We also visited the day use area. I took notes and pictures of Butter Pot park.

We then went to Northern Bay Sands. The park itself is situated quite a distance from St. John's and is considerably smaller than Butter Pot Park. Here while visiting the park I took

notes and pictures along the way.

Both these visits gave me considerable insight into what kind of Active Living opportunities could be taking place in the parks. It will be necessary, however, to talk to the Park Officials of these parks to get a clearer picture of what is presently taking place and what could possibly be taking place in the parks.

*Friday September 22nd*

Today I reviewed the notes what I made at the parks yesterday and added to the Tool Kit that I am devising.

*Monday September 25th*

Today I went up and visited Damien Rhodes the cartographer in the Parks Division. He gave me a general map and an aerial photograph of Northern Bay Sands. I will use to orientate myself to facilities in the parks when writing my Tool Kit. In the afternoon I wrote on the subject of Active Living and added this to the Tool Kit.

*Tuesday September 26th*

I continued with my project. I am attempting to add more Active Living opportunities for each park.

*Wednesday September 27th*

Again, I am adding Active Living opportunities to the Tool Kit. I am also in the process of deciding what to include in each section of the Tool Kit.

*Thursday September 28th*

I am still trying to arrange an appointment with Kevin Hunt's supervisor, Sharon Porter, to grasp her expectations of the Tool Kit. I went to the library to pick up some resources that I ordered by inter-library loan. I spent most of the afternoon on the internet trying to locate information about Active Living activities that could be implemented in the parks. I found little in the way of information.

*Friday September 29th*

I was sick today.

*Monday October 2nd*

I spent half the day at work writing up my report. The other half day I used the internet in an attempt to gather information for my project. I have not been able to contact Sharon Porter about my project. I will be arranging meet with Frank Butler soon. I will discuss with him what I have accomplished with my academic supervisor, to debrief him on what I have completed thus far.

*Tuesday October 3rd*

I went to Memorial University to use the internet and to pick up resources that had arrived at inter-library loans.

*Wednesday October 4th*

In the morning I read the resources I obtained from inter-library loans. In the afternoon Lesley and I went to visit La Manche park. We walked through the campgrounds to see what Active Living opportunities the park had to offer to its visitors. We also hiked to the old village

of La manche. This hike took approximately one half hour each way. We discussed different recommendations for the park that could in turn create more Active Living Opportunities.

*Thursday October 5th*

At work today I met with Sharon Porter who is chief of Information\Education for the Provincial Parks of Newfoundland and Labrador. Lesley and Kevin Hunt were also in attendance. I informed them of what my project involved. The group gave some recommendations on how to make the Tool Kit a success for the parks. They did this by giving me a few examples of different Tool Kits used in the past in the parks. I took this information and attempted to incorporate it in my project.

*Friday October 6th*

Today I reviewed my project and added some new Active Living activities I found to my tool kit. I also identified the need to obtain documentation on healthy eating to incorporate into the Tool Kit.

*Monday October 9th*

Thanksgiving Holiday, the office was closed.

*Tuesday October 10th*

Today I came up with a detailed outline of things that must be accomplished before my Tool Kit is complete. I discussed the outline with Lesley, my supervisor, who believes my project is progressing favourably. I also looked at where I should expand sections in the Tool Kit.

*Wednesday October 11th*

I attempted to get in touch with Frank Butler to make an appointment to see him with Lesley and go over my project, I am waiting for his response. Today I continued to work on my project by writing more on the topic of healthy eating in the parks. I did this by including an example of what campers could eat when visiting the parks.

*Thursday October 12th*

Today I revised the Active Living activities listed in the Tool Kit. I did this by adding each task needed to execute activities. I did this after receiving Sharon Porter's recommendations on the necessity of delineating the tasks for Park Officials to implement an activity successfully.

*Friday October 13th*

Lesley gave me documentation on outdoor safety issues. I read through the material in an attempt to collect what is necessary for my project.

*Monday October 16th*

I decided to discuss the Active Living recommendations for each park with the Park Officials. First I wrote out recommendations I made for each of the parks on separate sheets. Then I attempted to call the Park Officials to determine their recommendations based upon their observations of the park programs in which they were involved. Sharon informed me she must approve new activities implemented in the parks.

*Tuesday October 17th*

Today I attempted to arrange appointments with Park Officials by phoning Kevin Hunt to get their phone numbers but I was unable to contact him. I continued to edit the activities list in

the Tool Kit. After that I finished that I began to organize the appendices.

*Wednesday October 18th*

I went to the library this morning to collect journal articles that have arrived at inter-library loans. While I was there I searched for more information on the internet.

I found information about healthy eating on the internet. Lesley gave me the 'Canada's Food Guide' which I will use this in this project. I continued to revise my Tool Kit.

*Thursday October 19th*

I attempted to contact Kevin Hunt to see about the park pamphlets being revised. I brought to his attention that several things needed to be re-done in the pamphlet. The rest of the day I spent revising my Tool Kit.

*Friday October 20th*

I spent the day writing about the benefits of Active Living. I used the information I found in a journal article that I received from the library this week.

*Monday October 23rd-Friday October 27th*

I was off sick this week. If more time is needed to complete my project at the end of my internship I will work an extra week.

*Monday October 30th*

Sick today.

*Tuesday October 31st*

I continued to revise my project and then checked my email for information, at the university,

on my way home.

*Wednesday November 1st*

Today I continued to work on my Tool Kit and I attempted to get in touch with Frank Butler who had returned my call last week. Due to illness I was unable to return his call at that time and now I will try to get in touch with him this week.

*Thursday November 2nd*

Today I formalized the rationale/purpose of the "Active Living Go for Green Tool Kit". This rationale will be included in my Tool Kit.

*Friday November 3rd*

Today I reviewed my journal for spelling errors. I contacted Frank Butler, we will be meeting on Tuesday of next week to discuss the progress of my report. I also helped the secretary in the Recreation Division by answering phones as she had the afternoon off.

*Monday November 6th*

I edited my document further.

*Tuesday November 7th*

I am attempting to get in touch with Kevin Hunt to get the phone numbers of the Park Officials to ask for them for their recommendations. I continued to edit my document.

*Wednesday November 8th*

I continued to edit my document today. I will be handing in an unformatted draft to Lesley next week before we meet with Frank Butler.



*Thursday November 9th*

I am still editing my document. I also reviewed my journal today to edit and format it.

*Friday November 10th*

I created an introduction for my internship report that I will be handing into the Graduate Committee. My internship report will consist of this introduction, Part I, my journal, and Part II, the "Active Living Go For Green Tool Kit" that I designed. I will hand in a draft of this document for Frank Butler to review before I go ahead and hand it in to the committee. I will begin to format the Tool Kit for printing the week after next.

*Monday November 13th*

Remembrance Day holiday, the office is closed.

*Tuesday November 14th*

I contacted Kevin Hunt today to ask for the phone numbers of the Park Officials of Butter Pot, Northern Bay Sands, and La Manche parks. He was not in so I spoke with Sharon Porter directly. She gave me the names of the Park Officials and gave me approval to call them myself. I will do that next week.

*Wednesday November 15th*

I went through my project and set up a table of contents. I am trying to ensure that I have all the information necessary to complete the project by the assigned deadline of December 15th. I have begun to search the Tool Kit for grammatical errors.

*Thursday November 16th*

Today I continued to review my paper for grammatical errors. I also re-arranged information

in the document.

I dropped off the pictures of the parks to be developed. I will be returning to collect the developed pictures on Tuesday November 21st.

*Friday November 17th*

Today I reviewed my paper and examined it for information gaps. I will be asking Lesley Tomblin for her suggestions on what is needed and what is not needed in the Tool Kit.

*Monday November 20th*

Today I met with Frank Butler and Lesley Tomblin, my two supervisors. Lesley and I debriefed Frank on what I have completed during my internship and what still needs to be finished. We agreed that the Tool Kit itself will be a major part of my project. I will be giving Frank a final draft before Lesley and I print the Tool Kit. When he approves it I will send the Tool Kit to be printed.

I have solicited help from Lesley Tomblin's secretary to format my document.

*Tuesday November 21st*

Today I am in the process of formatting the Tool Kit. I finally made initial contact with the Park Officials. I picked up the developed pictures which I will be adding to my Tool Kit.

*Wednesday November 22nd*

I am still formatting my document and my journal for final draft.

*Thursday November 23rd*

I have inquired about scanning pictures and text into my new document. There is a new scanner located in the tourism office which I will use for my project.

*Friday November 24th*

Today I continued working on my project. I also helped the division by answering calls for the secretary who was off for the afternoon.

*Monday November 27th*

I called Kevin Hunt to give him a progress report of the "Active Living Go for Green Tool Kit." Today I continued to format and edit my document.

*Tuesday November 28th*

I called Keith Brown of Butter Pot Park. He will not be in until Friday, I will try again on Friday to get his recommendations. I continued to edit and format the document.

*Wednesday November 29th*

Today I spoke with Bill Oliver, the Northern Bay Sands Park Official. I asked him for his recommendations and provided him with the recommendations that I have made for this park. I have added the information he gave me to the Tool Kit. I also am continuing to edit my Tool Kit for printing. I will be giving a preliminary draft of the Tool Kit to Lesley on Monday December the 4th.

*Thursday November 30th*

Today I contacted Frank Turner the Park official at La Manche park. I informed him of the recommendations that I made in the Tool Kit. He was extremely helpful when I asked him for

his input. He informed me of a document that he gave to the parks division. It was a 3 year plan to expand the park and consequently expand upon Active Living opportunities for visitors of the park. He suggested asking Sharon for a copy. I will do so and add any relevant information to the Tool Kit.

*Friday December 1st*

I interviewed Keith Brown Butter Pot parks Park Official to get his recommendations. I typed the recommendations given by the Park Official's interviewed into the document. I edited the recommendation section of the Tool Kit. I will be handing in a preliminary copy of the Tool Kit to Lesley Tomblin on Monday.

*December 4th-December 15th*

In these last weeks I finished my draft of the "Active Living Go For Green Parks Tool Kit" which I submitted to Lesley Tomblin. After she reviews the document I will make adjustments accordingly. When my final draft is complete it will include an introduction to the project, this journal, and a copy of the "Active Living Go For Green Parks Tool Kit." If after December 15th I need to do further work on my internship project I will note it in this journal. Once I have completed my internship report I will give a copy to Frank Butler my academic supervisor who will submit a copy to the Graduate Committee to review my internship report. I will then submit a copy of the Active Living Go For Green Parks Tool Kit to Lesley Tomblin. She will be handing this project to the government on my behalf to be printed and then distributed.

*Further Comments*

I have enjoyed working on this Tool Kit. The work submitted for this internship project was

mainly a self-directed endeavour. I did, however, receive much help and advice from Lesley Tomblin and her team in the Sport and Fitness Division of the Newfoundland and Labrador Government. I obtained my technical advice for the completion of this project from Frank Butler.

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**PART II:**

**The "Active Living Go For Green Tool Kit"**

# Active Living Go for Green



## Parks Tool Kit

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## **Acknowledgments**

There have been many people that have played key roles in developing the Active Living Go For Green Parks Tool Kit. In particular are the contributions of:

**Lesley Tomblin**

St. John's, Newfoundland, Recreation and Sport Division, Provincial Government.

Who provided guidance and wisdom throughout the development of this project.

**Kevin Hunt**

St. John's, Newfoundland, Parks Division, Provincial Government.

**&**

**Sharon Porter**

St. John's, Newfoundland, Parks Division, Provincial Government.

Who helped to set up contacts and allowed for more Active Living opportunities to be developed in the parks.

## **For Further Information on this "Active Living Go For Green Tool Kit" Contact...**

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## Introduction

The history of Active Living in the parks is more extensive than one might imagine. Although the concept of Active Living did not fully evolve until after the Canadian Summit on Fitness in June of 1986, Active living was underway in the parks. The concept of Active Living means changing the way you think about life, not necessarily changing your lifestyle. Active Living activities such as swimming, hiking, walking to get firewood, and walking to the washroom occur on a regular basis in most parks.

Even though the above listed Active Living opportunities have been taking place, more can be done to promote Active Living to those visiting the parks. This Tool Kit was created in response to the need to promote Active Living in the park setting.

At the Canadian Summit on Fitness, Active Living and its meaning to parks was defined. The following describes Active Living's purpose within the parks.

"Within parks and recreation, Active Living:

- promotes and supports recreation as an essential service,...
- is consistent with the broad scope of parks, recreation or leisure services,
- is seen to be an asset for communications and community developments strategies."

*("Active Living Tool Kit, 1:12, section 1")*

Incorporated into this "Active Living Go for Green Parks Tool Kit" are the above ideas. This Tool Kit promotes and supports recreation as an essential service. It does so by providing a researched and written document that can be used for promotion of Active Living in the parks. It is consistent with the broad scope of parks, recreation, or leisure services. This was achieved through researching what kind of information was needed for this document. Finally, the Tool Kit is an asset for communications and community development because it provides a strategy by which discussion of Active Living and consequently action can take place in the parks.

## **The Tool Kit**

### **What Is The Active Living Go For Green Parks Tool Kit?**

The Active Living Go for Green Parks Tool Kit is a document created for use by park personnel so that increased Active Living opportunities may be provided in the parks. Specifically, it examines the concept of Active Living and looks at putting it into action in three specific parks in Newfoundland: Butter Pot, Northern Bay Sands and La Manche. This Tool Kit however, is not to be used solely in these three parks, as the information found in the Tool Kit can be used in any park. If other parks are interested in the use of the Tool Kit they should examine their own parks attributes and use those activities that are appropriate to their setting.

While there are many Active Living opportunities in the parks, there have been few Active Living projects implemented in the provincial parks, and most programming is focused on interpretation. The focus of this project was on programming for Active Living opportunities for park visitors.

Up to now there have been few partnerships between the Parks and Active Living Go for Green. Within the parks there are many natural and made by humans facilities where Active Living could and does take place. As it is important that the Active Living message be carried to all sectors of the community including the parks community, the Tool Kit provides, for each of the parks studied, a guide for Active Living opportunities.

### **Who Is The Tool Kit For?**

The Tool Kit is for everyone. It is for park personnel, for their visitors (see the handouts in the appendix, specifically for visitors) and for anyone interested in the partnership of Active Living and the parks. The activities listed can be enjoyed by the young and old and provide challenges for all individuals of varying abilities.

### **How Do You Use It?**

Park personnel will need to read through the Tool Kit and then decide what they want to use for their park. They can photocopy what they need and order necessary materials for the activities they plan. In the Appendix B there is a reference list that be can referred to for obtaining further information on different activities.

## Active Living

### What Is Active Living?

Active Living is a way of life in which physical activity is valued as an important part of daily living. Active Living encourages you to participate in useful, pleasurable and satisfying activities that suit your everyday routine. Some people enjoy being active for pleasure and the joy of movement, some people want to get fit or stay in shape, and others are involved in physical activity to take a break during a hectic day or just to explore. The concept of Active Living does not necessarily mean organized activity. ("Active Living in Newfoundland and Labrador", Community Recreation, Sport and Fitness Division, St. John's, NF Pamphlet)

"Active Living becomes more successful when it becomes a way of life and it becomes just part of the culture of how you do things." (P.3, Active Living Tool Kit)

### What Is Active Living Go For Green?

Active Living Go for Green seeks to, "Help individual Canadians to participate in outdoor physical activities, at the same time encouraging them to become good environmental citizens to appreciate, protect, or enhance the environment in which they live, work and play. It helps to make individual Canadians aware of potential health risks in the environment, like pollutants from motor vehicle emissions, dangerous pesticides used in parks and home gardens, poor quality of recreational water and harmful ultraviolet rays from the sun. It educates people on ways to deal with these risks that threaten good health."

Through promotion of Active Living in the outdoors there will be an increase in activity in the outdoors. Those participating in the outdoors must have concern for the environment. Our actions can help bring about positive changes that will help the environment. If the activities we chose to participate in require treating the environment properly we affect the environment positively. Therefore this Tool Kit has attempted to create both Active Living opportunities and concern for the environment.

The suggestions made in this Tool Kit also incorporate the following Active Living Go for Green priorities:

- to create opportunities around Active Living and the environment;
- encourage active transportation;
- create safe and accessible environments;
- and build partnerships.

## The Benefits of Getting Park Users Active:

- *increases or maintains* physical fitness and muscular strength.
- *improves* endurance and flexibility.
- *improves* general health and prevention of disease.
- *increases* bone density.
- *reduces* body fat.
- *improves* motor coordination.
- *increases* personal energy levels that minimize the effects of aging and encourage self-dependence.
- *reduces* incidence of smoking, alcohol consumption and improvement of dietary habits.
- *reduces* stress, anxiety and depression.
- *contributes* to a positive self-image.



*(\*Active Living Tool Kit, 1:10-11, section 1)*

It is evident from these benefits that encouraging park users to be active is a positive manoeuvre.



## Active Living In The Parks

### Park Profiles

The following is a summary profile of each park and its facilities. The information was adapted from park pamphlets from the Newfoundland and Labrador government. These pamphlets include

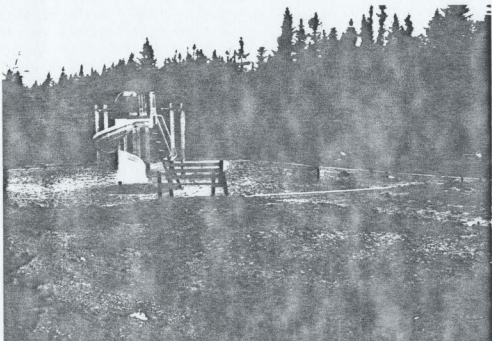
#### (A) Butter Pot

Butter Pot park is located on Route 1, 13 km from Holyrood and 36 km from St. John's. The park has 149 camp sites, an overflow area, picnic areas, trailer dumping station, swimming, hiking trails, playgrounds, interpretive programs, and cross country ski trails. The park consists of 2833 hectares of forest, bogs, heaths and ponds, and trails leading to scenic views. Its main attraction is a pond located in the park. The term Butter Pot means a prominent rounded hill, and is the name for a hill found within the park. The park naturalists conduct guided walks, amphitheatre, campfire and nature craft programs. Displaced boulders called erratics are found in the park along the trail to Butter Pot Hill.

The main vegetation type in the park is boreal forest, with dense growing coniferous trees such as, black spruce, balsam fir, tamarack and white birch.

Peatmoss, shrub and heathland, is also plentiful, along with a diversity of wild flowers, such as berry, cowberry, northern honey suckle, and the pitcher plant. There have been over 230 plant species found in the park.

Each campsite has a picnic table, a fireplace, a garbage can and space for a vehicle. Pit toilets and drinking water taps are located throughout the park, and the dumping station is situated off of the main entrance, with firewood available at the woodlot. There is a day use section of the park near Big Otter Pond with picnic areas. These areas are equipped with toilets, a water tap and picnic tables.

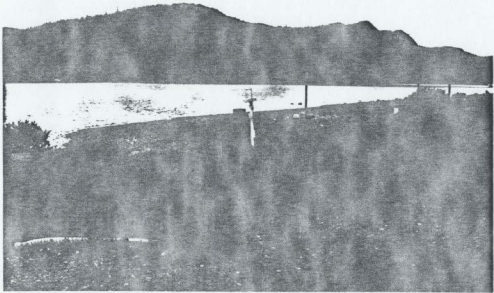


*Figure 1. The Playground Located in the Overnight Section of Butter Pot.*

The playgrounds are situated near campsite 96 and 62 and within the day use section of the park. They each have swings, see saws, sand boxes, and slides. There is a horseshoe pitch located near campsite 105. Individuals can fish for trout in the park's ponds. Mini golf is also available to people visiting the park.

Hiking can be done on any one of the extensive trails existing in the park. One of the trails begin near campsite 60, which is a five minute walk and leads to a lookout. The Butter Pot Hill trail is roughly 2.5 hours long and is approximately 6.6 kilometres. It is along this trail that you see the erratics in the forest which were deposited millions of years ago by glaciers. Butter Pot Hill itself is 303 meters high at the summit. Another trail in this park is the Pegwood Pond trail that goes through forest and past the pond to a playground. The total distance is 3.2 kilometres and takes about 1.5 hours to complete the hike.

The park has two swimming areas with toilets nearby. The swimming areas are not supervised. One can use canoes, sailboats and row boats, however power boats are prohibited. There are three beaches which are located on Big Otter Pond, in the day use area and in the overflow camping section.



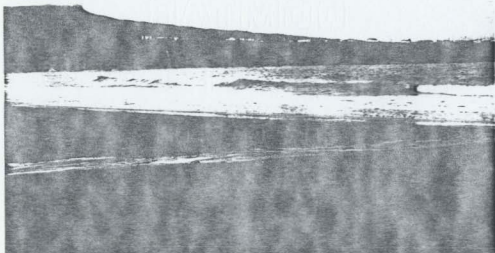
*Figure 2. The Swimming Area Located in the Overnight Section of Butter Pot.*

In the winter those visiting the park can cross country ski along a trail with stops possible at warm up stations situated throughout the park. Wintering birds and animals abound in the park. Motorized vehicles and ATV's are not allowed in the park.

## (B) Northern Bay Sands

Northern Bay Sands opened in 1966 and is 14 hectares in area. It is located on Route 70, which is 80 km off of route 1 and is 2 km from Northern Bay. This park has 44 unserviced campsites and there is an overflow of 16 campsites. It is unserviced, but visitors to the park do have access to pit toilets and drinking water.

There are 35 picnic sites with picnic tables and a viewpoint. The park is wheelchair accessible. There is a sandy beach which provides access for swimming. The total number of visitors in 1993 were 54,325: 95.8% of these visitors were from Newfoundland; 2.8% were from somewhere else in Canada; and, 1.4% were from the U.S. or other foreign countries.



*Figure 3. The Beach at Northern Bay Sands.*

### (C) La Manche

This park opened in 1966. It spans 1,394 hectares and is located 56 km off of Route 1. There are 69 campsites with an overflow of 10 campsites. There are 35 picnic sites located throughout the park. The name given to the park means the 'sleeve' and is named for the shape of the harbour. For many years it was a fishing harbour. The first settler of La Manche was George Melvin who was of English descent and came from Brunt Cove, in 1840. The population of the village ranged from 7 to 55 over a 100 year span, and income was based on fishing. Due to a large winter storm all flake boats, anchors, stores of La Manche, and the suspension bridge were washed away. There were no fatalities, but the people of La Manche had to resettle.

The village itself can be visited through hiking the trail that begins at the parks' fire exit road. The remains of house foundations in the village of La Manche can be seen. The trail is approximately 1.25 kilometres long and the return trip takes about an hour. Campsites have a picnic table, fireplace, garbage can and space for a vehicle. Drinking water taps and pit toilets are located throughout the park. Firewood is available at the wood lot. The day use has an area near the beach where each individual site contains a picnic table and garbage can with drinking water and pit toilets situated nearby.



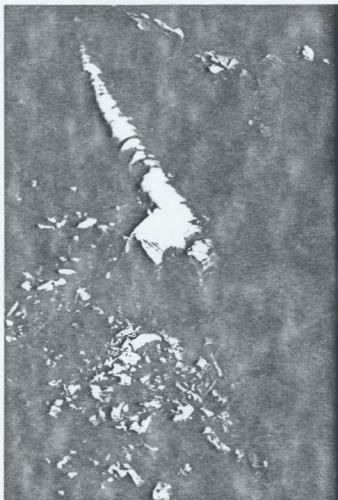
*Figure 4. The View at the End of the La Manche Village Hike.*

The swimming area is in the day use section of the park. A change house and toilets are provided. The swimming area is unsupervised. Individuals can hike the La Manche Falls trail that begins at the picnic area and runs upstream along the La Manche river area to a waterfall. This hike can be completed in approximately one hour. The vegetation along the trails includes marsh and mixed forest. Swimming is not recommended in the falls area.

Park users can canoe on the La Manche river. Individuals can either start at the day use area or go up the river towards the falls or downstream to where the river turns into rapids fairly close to the old village of La Manche. The route travels through marshes where the hedges and grasses are very tall. Beaver lodges can be seen along the 3 km route.

The dominant trees in the area are spruce, fir, larch, birch and alder. There are many species of shrubs and wild flowers that can be found within the park, such as honey suckle, labrador tea, tall, meadow rue and twin flower. Beaver, moose and snowshoe hare can be found in the park, as well as mink and shroud.

The total number of visitors for the 1993 season was 49,752: 93% were from Newfoundland; 4.0% were from another place in Canada; while 2.3% were made up of U.S. and foreign visitors.



*Figure 5. A Beaver Leaves his Work Behind at La Manche.*

## Recommendations For The Parks

The following section of the Tool Kit lists recommendations for park personnel to consider in trying to make more Active Living opportunities available to individuals who are visiting their parks. Suggestions are made for each of the three parks studied.

### (A) Butter Pot

This is the largest of the three parks studied and documented in this Tool Kit. The following is a proposal of some improvements that could be made to programming in the park. There are many opportunities to be active in this park.

- Post *ratings* of the difficulty of the hiking trail (easy to hard).
- Post the *location* of the lookout area and Butter Pot hill. This can be done throughout the park not just at the entrance to the hike.
- Promote *new* activities in the park such as Mountain Biking and Rock climbing.
- Put in *signs* to show where the playgrounds are.
- Make *Bike riding lanes* on the road where the campsites are located. This is so that even if the park is busy park users can still bike. The fire exit can be used as well.
- Provide *wheelbarrows* for park users to collect firewood.
- Promote *walking* in the parks. This could be done through the use of signs to lead park users to the washrooms encouraging them to walk. Encouraging individuals visiting the park to hike to their campsites, keeping in mind that areas to hike must be accessible.
- Making trails *accessible* with wood shavings/and wooden paths.



- Park Officials should be aware of the need to make hiking\biking trails *accessible*. They should keep routes safe, clean, and green by helping to maintain existing routes, this can be done by removing litter and reporting potential safety or pollution hazards.
- Visitors to provincial parks have indicated that they want *open spaces*. The open area next to the comfort station is an open field to be used, it has just been grassed over. The open space gives park users the opportunity to fly a kite, play ball, or run around. Finally Park Officials will have to provide signage as to where this area is located.
- Mark clearly the *route* through the park to the swimming area.

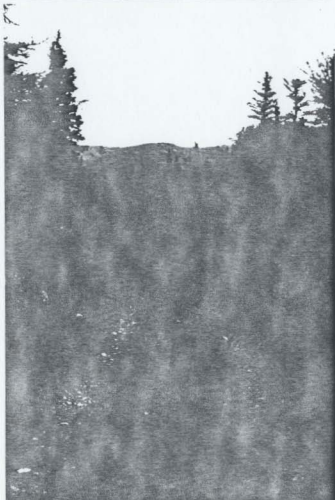


Figure 6. The Fire Exit where Both Biking and Hiking can Take Place.

- Mark *where* boats can be launched from, and *what* kind of boats can be used in the pond(such boats include canoeing, kayaking, sailing, and body surfing, there are no power boats allowed).
- Provide *signage* to indicate the location of the boat launch.
- Three horseshoe pits are in the park. The park could potentially *supply horseshoes* on a rental basis, or ask for a deposit that could be repaid on the return of the horseshoes.



- *Grass over* the open area in the day use playground to provide opportunities for people to run around.
- Set up a *volleyball net* on the day use beach.
- *Advertise* to park users the availability of boatrides.

## (B) Northern Bay Sands

This smaller park has many opportunities for Active Living including a beach where individuals can run, make sand castles, play volleyball, explore the beach, ocean kayak, swim, surf and hike the road and the little areas around the park. Listed below are some suggestions on improvements to help individuals become more active in the parks.

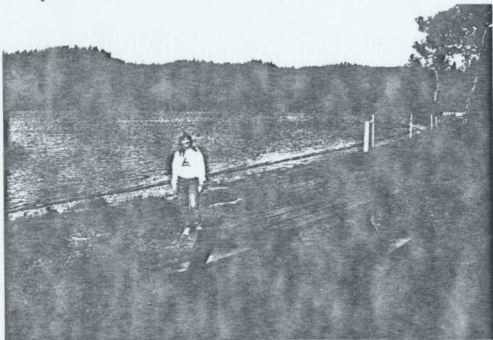
- The trail to the left of the entrance provides access to a river. Postings are needed to indicate the length of trail and its destination. This is a non-swimming area therefore there should be clear markings that the area is off limits to swimmers. Those areas that are *designated swimming areas* should be marked clearly.
- 
- In general the park needs *better signage* to indicate where things are and how to get to them. For example signs should be placed along trails in the park indicating how to get to the campsites.
  - There should be *signs* indicating that there are waterfalls at the end of this hike.
  - *Hiking* is encouraged outside of the park therefore information should be supplied to park visitors as to where these hikes are.
- 
- In terms of *accessibility*, the park should examine whether the washrooms are clean enough for those in a wheelchair to use. They may consider putting in a comfort station.
  - An *open space* is needed. Grass could potentially be laid at the end, furthest from the park gate, of the parking lot to create Active Living opportunities for this park.
  - The distance on the road to the campsites should be *posted*. This would encourage visitors to walk.
  - Provincial park *Boundaries* should be clearly defined for park users. The river and the area to the right of the river when facing up stream are not part of Northern Bay Sands. This area needs to be clearly defined and monitored for liability reasons.

- Due to the unique design of the park there is the possibility of *organizing a beach patrol*. Park Officials could be responsible for examining negative changes to plant or animal life along the shoreline, or look for sources of pollution in nearby swimming areas.
- *Mountain Biking* is allowed in the park but is limited to the path along side of the campsites. Mountain Bikers are also encouraged to explore paths outside of the parks. Northern Bay Sands should attempt to gather *information on trails located outside of the park* and make it available to park users.
- Ocean sports such as sea kayaking are not encouraged because of an inoperable *lifeboat*. It should be a priority of the park to put in a new lifeboat suitable for the ocean so that these types of sports can take place at the park in a safe manner.
- *Expansion* of the park beyond the last campsites, # 24-26 could be considered for more campsites, green areas and hiking trails.

### (C) La Manche

This is a mid-sized park. There are also many opportunities for Active Living in this park. Listed below are the suggestions made for La Manche park.

- There should be *signs* to mark all trails in the park. There should also be *signs* to mark the length of trails and the difficulty of each trail.
- *Mountain biking* is allowed in the park and could be encouraged on the fire exit.
- Signs should be *posted* to indicate the location of the Beaver dams.
- A *playground* is needed and could potentially be built in the area near campsites 1- 20.
- The locations of the boat launch should be *marked*.
- There is an *open area* that measures 50 by 30 yards where park users can be active. for park.



*Figure 7. An Open Area Located Next to the Water in La Manche Park.*

- The parking lot could be used for an *open area*. This area could then be useful to play such activities as volleyball or it could be a potential area for a playground.

- A comfort station is needed to make the toilets *wheelchair assessable*. This would in turn encourage wheelchair users to visit the park and participate in activities. The issue of Accessibility should be addressed.

## Active Living Opportunities In The Parks

There are many different activities that park users can participate in. These include both organized and unorganized activities. The following is a short list of things that can be enjoyed by visitors in all parks:

- Hiking
- Swimming
- Canoeing
- Birdwatching
- Learning how to build a fire
- Participating in special event days
- Using transportation alternatives. (For example using wheelbarrows accessible to park visitors to collect firewood, or by suggesting walking to a campsite or walking pets in the park.)



The following is a list of *steps* and *ideas* that can be utilized in developing programs for your park. Tool Kit users can also refer to Appendix F where there is a list of books that park personnel can use to find more activities and how to do them. The following list of activities are suggestions of what can be done in a park. The reference list is only a small reference list and there are further books to be found. Why not add to the list as you find resources? The activities listed were modified from the books listed in the reference section of the Tool Kit.

### Programming Steps:

1. *Choose* an appropriate activity for your particular park.
2. *Get* materials needed for the specific event.
3. *Inform* staff of programming that will take place.
4. *Determine* who will be targeted to be involved (ex. children, adults, older adults and/or all of the above).
5. Make sure information about the activity is *shared* (ie. where, when, and what.) so visitors people in the park are aware of the event.
6. Once people have gathered at the meeting spot *explain* the activity and then commence.

## **Programming Ideas:**

- **An Environmental Photo or Art Contest**

For the photo contest park visitors would be asked to submit photos or drawn pictures before the end of the summer. The photos and art work could then be displayed in the park. Give a prize to the one that most represented the category entered. Category themes could include: "where I hiked, where I stayed, or plant and animal life."

- **Video Contest in the Park**

This could be held in the same format as the environmental photo or art contest listed above but the activity would compare video tapes instead of a photographs.

- **Build a Compost**

Park Officials will need to make sure that composting is done in an appropriate area such as near the dumping station. To conduct this activity refer to the book Looking at the Environment, which is referenced in Appendix F.

- **Leaf Rake for Composting**

This activity is a contest to help people be active and collect leaves for composting. The park could hold a leaf rake. This depends on how many leafs there are and of course how many rakes.

- **Park Clean-Up Day**

This could be held as a contest to see which park visitor collects the most litter. The winner would be awarded a prize. At the end of the clean-up day the park can provide a thank-you to participants by providing cake and drinks. Serving this would give an added incentive to park visitors to participate in the clean-up.

- **Planting Trees (see Appendix B)**

The best time to conduct this activity is near the end of summer or in the spring. Things to consider when tree planting are tree size, tree health, site conditions, site placement of the tree, the distance tree will travel before being planted, tree species, weather conditions, and soil conditions. Follow instructions in Appendix B on how to plant a tree.

- **Building Bird Houses (see how to do this in Appendix B)**

In Appendix B there is an outline of materials and method for constructing a bird house.

- **Collecting Cans to Build a Pyramid**

If there are cans in the park needing to be recycled. Park Officials can turn this into an activity by asking those people to participate in the clean up and then the building of a pyramid. Those participants who built the highest pyramids could have their names posted on the bulletin board near the interpretation center. The staff could work with the park visitors in this contest.

- **Nature Games**

This could include an environmental scavenger hunt. Park Officials can photocopy and hand out a scavenger hunt list found in both Appendix C or D). Park Officials should feel free to devise a scavenger hunt on their own, for example a garbage scavenger hunt. Another nature game could involve identifying different trees or birds in each park by using the list of tree types located in the Appendix B.



- **Bird Watching (see Appendix B)**

Hand out a copy of the birdwatching celebration checklist (found in Appendix B) for park users to use when looking for the birds. Park officials can conduct a birdwatching hike and help park users of all ages identify different species of birds on the list.

- **Define New Hiking Areas**

This would involve the park personnel having to work with park planners when deciding where there could be new trails put into the park. Of course keeping in mind that the new trails need to be kept clean and green.

- **Hike a Mountain**

Have park users meet at the bottom of a mountain/hill in the park and hike to the top for a day of fun activities. Participants need good hiking shoes, lots of water, energy snacks and extra clothing. An example would be to climb Butter Pot Hill in Butter Pot Park.

- **Backward Nature Hike**

Gather those interested to go on a hike and see how many things your group can see that don't belong in nature. An example would be the garbage around the park.



- **Enviro-picnic Hike**

Get those individuals that are interested in hiking to pack their lunch. Provide information on where the hike will lead. It would be helpful to pick a spot enroute where the group can stop to eat lunch during the hike.

- **Mimic Park Sounds Hike**

Gather young children to go on a hike through the park. On the way provide a silent period where the children can listen to different sounds and attempt to imitate them.

- **Stargazing in the Park**

A pamphlet is available from the Department of Environment entitled "The Newfoundland Sky in Summer." Become informed on the different constellations and provide an information session at night along with a copy of the handout. Post on the day the event is planned that there will be an information session.



- **'Poker Derby'**

Individuals collect cards, walking to different destinations in the park. The objective is to get enough cards to make up a poker hand. Those with the best hand, after completing the walk win prizes (optional). Park officials need to make up the cards and to give out a map of the park area to ensure no one gets lost. The destinations where the cards are must be clearly defined on the map (you will choose where the cards will go). When participants return you will have to decide who has won. It is also up to the person in charge to make sure that those involved are given a reward if they do win.

- **Outdoor Bingo**

Provide park users with the game. Play as you would indoors. You could attempt to incorporate physical activity into the game. For example when someone yells bingo they must run a predesigned course to win.

- **Campsite Challenge**

Challenge different campsites to a show down event such as a relay race or other team activity. Organize a list of campsites that would like to be involved. Park officials can do this by going from campsite to campsite with a list of activities to participate in that each campsite can sign up for, as well as having a corresponding time for when the activities will take place. For example, relay races, wheelbarrow races, obstacle courses, etc.

- **Activity Stations**

Set up activity stations in the park where people can go and perform a simple activity eg. push ups, a hopscotch station, skipping rope station, and a jumping obstacles challenges. Have checklists ('passports') where results are recorded and handed in at the end of day. Then tabulate results and declare a winner.

- **Event Areas**

Event areas could be set up to include sand, water play, or nature crafts. Decide on what activities you would like to do and let children pick and choose what they want to do.



- **Create a Course With Stations**

The stations could be placed throughout the park. At each station there could be trivial pursuit type questions on Active Living (ex. Name five activities that begin with the letter B, what are the four food groups and provide an example of each, ect.)

- **Clue Game**

Create a discovery route. You will need to post clues throughout the park. Let the individuals know where the first clue is. The clue will lead the participants to the next clue and so on. This will go on until the end where a prize will await the first person who finishes.

- **Challenge Another Park**

This can be done to see which park has the most people active in one day for a 30 minute period. Park Officers will have to illicit the participation from another park. Hand outs on health and fitness could be given to participants. Questions such as what is proper sleep, nutrition and exercise behaviour, and living in the outdoors safely could be included. For this activity Park Officers would need to record how many people participated in an activity for 30 minutes that day. Park visitors would need to tell Park Officials once they have completed 30 minutes of activity. Park Officials would need to record the number of visitors who completed 30 minutes of activity. Park Officials will need to meet with each other to determine which park won.

- **Build a Ropes Course**

This would be a long term and permanent project and Park Officers would need to approach park planners to assess the feasibility of completing this venture. It would involve constructing a course of ropes in an area of the park.

- **Create a Farmers Market**

This would involve setting up a market in a convenient location in the park. Park officials would have to invite local farmers to bring their produce to sell. The park could also incorporate a fair theme. Plan activities such as wheel barrow race, potato sack relays, driving contest, a hoeing competition with emphasis on educating the public about the benefits of healthy eating linked to activity. (During the course of the day you could hand out part of the Canada's Food Guide to emphasize healthy eating-a copy is included in Appendix E).

- **Provide an Inter-Generational Day**

This is a day where you could plan an interactive picnic with older adults and children. This would involve eliciting the help of a seniors centre such as the Hoyles-Escasoni Complex in St. John's. Seniors would help to run the event. Activities such as t-ball and frisbee games, organizing snacks, and teaching the children how to play horseshoes and catch. Park Officials would need to involve the Therapeutic Recreation Specialists for the senior citizens centers to make this project work.

- **Organize an Activity Based on Personal Accomplishments**

The events could be based on things such as Climbing Mount Everest, Tour de France, or swimming the great lakes. Set an equivalent such as the participant receiving credit for 10 kilometres for 20 minutes of activity. Park Officials can run this event over an extended period of time by devising progress charts for visitors. Park Officials can produce these progress charts by leaving space on a sheet for the participants name, the name of the feat to be attempted, the distance accomplished, time on task. The credit would be made official by the park officials signature.

- **Conduct a Multicultural Day**

Add some culture to the park for the day or the week. Park officials could hold activities that are characteristic from another country.

- **Organize a Berry Picking Day**

Gather park users in one area and encourage them to walk around the park to pick berries.

- **Organize a Bicycle Day**

All those who bring in their bikes and trikes and wagons could decorate them for a parade. The Park Officers could ask local police to come and give safety tips/education. You could set up an easy skills relay course, or even ask for local talent to run demonstrations.

- **Have visitors Adopt-a-Spot of Your Park**

It will be necessary to determine whether visitors to the park are staying for an extended period of time or if they plan on coming back again? Divide the park into areas/sections. Have visitors sign up to take care of an area. Let them know that they will be responsible for clean up and maintenance. This will promote self-responsibility and safety within the parks.

- **Hold a Canadian Day**

Incorporate activities from Canadian past and present. Have such activities as native games, lacrosse, basketball, modified ringette for the outdoors, canoeing and wood cutting.

- **Devise a Newsletter**

Devise a newsletter particular to your park to highlight physical activity and health related issues. It can then be passed along to visitors of the park. The paper does not have to be long. The newsletter could include visitor experiences in the park. It is a good opportunity to list upcoming events (time and places), and a place to print winners from past events. The Park Officers can decide how often the newsletter will be printed (once or twice or several times in a summer). This would depend on access to materials and time of the personnel.

- **Develop a Small Walking Package**

This package could include maps or predetermined courses located in and around the park on paper. The package could include: distance, progress charts, warm up/cool down stretches, and tips on 'safe' walking. There is a walking program available from the Provincial Department of Health.

- **Special Seminar Series**

Arrange for seminars on topics such as nutrition, exercise, and healthy living with guest speakers and handout materials.

- **Some suggestions to add on to activities to make them even better:**

- Capture the event on film - post pictures afterwards.
- Involve local celebrities.
- Offer healthy snacks and/or healthy suggestions for snacks.

## Safety Issues

In order to enjoy the activities listed in this Tool Kit, it is important to keep in mind different safety issues. When in the outdoors, park users should be careful to treat the environment in a friendly manner. Park users should attempt to keep the environment from harming themselves. The following Tips are for Park Officials to copy and give to visitors of their parks

### (A) Tips For Prolonged Outdoor Physical Activity:

- *Minimize Sun Exposure*

Reduce time in the midday sun. Ultra Violet (UV) rays are stronger between 11:00 am and 4:00 pm, so plan to participate in park activities before or after these times, when possible.

- *Seek Shade*

Park Visitors should look for shady trees and canopies, especially during peak Ultra Violet Rays times from 11:00 am to 4:00 pm.

- *Cover Up*

Visitors should protect their eyes and hide their faces with UV absorbent sunglasses and a broad brimmed hat and to wear clothing to cover their arms and legs. Although knee length shorts don't protect as much as long pants, they are better than very short shorts.

- *Use Sunscreen*

Visitors should purchase a sunscreen product with UV protection and a sun protection factor of 15 or greater. Park users should apply sunscreen at least 20 minutes before going into the sun, and reapply generously after swimming or physical activity and throughout the day. Perspiration will reduce the effectiveness of sunscreen, so reapply frequently. Research shows that sunscreen is least effective when applied liberally and left on the surface of the skin so park users should remember to rub in thoroughly.

*Modified from Fact Sheet Four, "The Sun Guide"*

## (B) Tips For Recreational Water Use:

- The Department of Health *tests water quality* approximately 2-3 times a summer in the parks. People visiting the parks can ask Park officials about the results of these tests.
- Park visitors should *avoid* the use of soaps in urban recreational waters.
- Park visitors should clean up after their pet by *Stooping and Scooping*. They should do this so that harmful wastes don't seep into the ground or water.
- Park officials can *help organize clean-ups* of beaches while involving the visitors of the parks. Not only will it get visitors active but it will keep recreational park waters clean.



- Park users should *not swim* with open sores or wounds. They may risk further infection to themselves and may also contaminate the water.
- Offering food to animals or birds at the beach may increase droppings near recreational waters, so visitors should be asked to *feed animals* or birds *away* from the water.
- Swallowing water is the main way bacterial pollutants get into the body. When swimming in park waters, visitors should *avoid swallowing* the water.

*Modified from Fact Sheet Five, "The Sun Guide"*

## Healthy Eating

### Eating In The Outdoors

It is possible to eat healthy in the outdoors. Individuals visiting the parks should think about what and how much they should eat.

*Canada's Food Guide* outlines a few tips for Healthy Eating. They include:

- Enjoy a variety of foods
- Emphasize cereals, breads, other grain products, vegetables and fruits.
- Choose low fat dairy products, lean meats and foods prepared with little or no fat, limit salt, alcohol and caffeine.

*Canada's Food Guide* identifies four groups to choose from when eating. These groups include: grain products; vegetables and fruit; milk products; and meat and alternatives. The food guide indicates the different intakes individuals need for each group. Park users need to think about what they eat while in the outdoors.

There is a *Canada's Food Guide* provided in the Appendix E as well as an example of a weekends meal on the following pages.





## **Weekend Meal in the Outdoors**

The following is a guide to eating in the outdoors for park users. It follows the *Canada's Food Guide* by allowing for the intake of the four food groups needed to be a healthy eater.

### **Day 1**

#### **Lunch**

- 1 bagel;
- 2 slices of cheese;
- 1 slice of turkey breast;
- 1 cup of juice;
- 1 apple.



(2 grain servings, 1 milk product serving, 1 meat and alternative serving, 2 vegetables and fruits servings)

#### **Dinner**

- pasta;
- meat in pasta sauce;
- vegetables in pasta sauce;
- 1 glass of milk;
- yogurt (3/4 of a cup).

(2 grain servings, 1 meat and alternative serving, 2 milk products servings)

### **Day 2**

#### **Breakfast**

- 1 boiled egg;
- 1 glass of juice;
- 2 pieces of bread;
- 1/2 a glass of milk;
- 1 orange.

(1 meat and alternative serving, 2 fruit and vegetable servings, 2 grains serving, 1 milk product serving)

***Lunch***

2 pieces of bread;  
2 slices of meat;  
1 glass of juice;  
1 banana.



(2 grains, 2 meat servings, 2 fruit and vegetable servings)

***Snack***

1 apple;  
1 glass of milk.

(1 fruit and vegetable serving, 1 milk product serving)

***Dinner***

1 grilled steak;  
raw carrots;  
1 glass of juice;  
3/4 of a cup of yogurt.

(1 meat serving, 2 fruit and vegetable servings; 1 milk products serving)

**Day 3**

***Breakfast***

1 bowl of cereal;  
1 cup of milk for cereal;  
1 glass of juice;  
1 slice of toast.

(2 grain servings; 1 milk product serving; 1 fruit and vegetable serving)

***Lunch***

2 pieces of bread;  
2 slices of meat;  
1 glass of juice;  
1 serving of raw celery or raw carrots;  
1 apple or banana.



(2 grain products, 2 meat and alternative servings; 3 vegetable or fruit servings)

Appendix A:  
Concerns Outlined by Visitors to the Parks

Omnifacts Research Limited (1991) conducted a Provincial Parks Market Survey. Subsequently they created a list of recommendations based on the answers given by the interviewees expressed as concerns about provincial parks located in Newfoundland. The people interviewed were park users. The author attempted to incorporate the relevant material from this survey through recommendations made in this "Active Living Go for Green Tool Kit."

Those people that were surveyed said that the activities they would most enjoy participating in are walking and jogging. Over 75% of the respondents have participated in these activities at least once a week. These are activities that can take place in the parks and may be taking place now. Park officials need to examine whether they are serving this identified need for activity. That is they need to attempt to provide the best condition within each of their parks to outfit those activities that are expressed needs of park users.

The survey stated that Newfoundlanders appear to enjoy outdoor activities as evident by the incidence of visits to various types of parks as well as in the wide variety of outdoor activities that individuals participate in. Parks should therefore be programming more for this need. It is not enough to say that park users will invent activities on their own. Park officials need to examine the possibility of new activities taking place in the parks, such as the suggestion of rock climbing in Butter Pot Park. By providing new opportunities or highlighting the old ones visitors to the parks will be getting what they want, as outlined in the omnifacts research.

Also Newfoundlanders reported owning a wide range of camping and outdoor equipment. Although, as the surveyors point out, owning the camping gear does not mean that the gear is being used. 46.7% said they owned a tent, four in ten households (38.8%) report owning a snowmobile and 42.5% stated that they owned snowshoes.

The motivation for visiting a provincial park and using their equipment was to fulfil the need to be social. The majority visited either to relax, socialize or just spend time with family members. Only 28.7% said that users were visiting mainly to be involved in activities such as picnic/boil up or hike walk, swim or camp. While only 8.5% indicate that their visits were to experience nature. The research company indicates that the reason that activities and nature appreciation are lesser motivations for visits maybe because users and non-users perceive there to be few activities currently offered in the provincial parks. Users tended to bring their own fun to parks. This is another reason that the partnership between Active Living and the parks is important. Through the implementation of Active Living activities in the parks visitors will have more Active Living opportunities to participate in.

Ninety Eight percent of those interviewed believed that the most acceptable activities found in a provincial park are organized hiking activities and nature programs. Rental of recreation equipment such as canoes, paddle boats and cross country skis was also highly accepted with 95% of all respondents indicating that these activities belonged in the provincial parks. 85% of respondents indicated that provincial parks were appropriate places to have open areas for sports. These issues are examined in this Tool Kit. Suggestions were made on how to introduce these requests for activities to each park. The other activities mentioned by the respondents included

bumper boats, water slides, mini golf, horseback riding, golf courses and controlled hunting. (These are not necessarily all environmentally friendly activities and therefore all of them were not included in the Tool Kit as possible activities.)

Of those surveyed, people indicated that they had increased their visits to provincial parks within the last five years. Three quarters were current users, mostly younger age with the majority under 35 years old. This was kept in mind when creating the Tool Kit. Most users that have increased their provincial park use are under 45, and have an average annual household income over \$35,000. Thus park users who have tended to increase their visitation are younger and have middle to upper income levels. Although this issue is not addressed specifically in the Active Living Go for Green Tool Kit, when looking at recommending activities the Tool Kit seeks to include activities that would suit this age group. Although it should be pointed out that Active Living activities in the Tool Kit do not restrict participation to a certain age. All park users should be encouraged to actively participate.

The recommendations included at the end of the Omnifacts report indicated that improved activities within selected parks, particularly camping parks should occur, such as ensuring low-cost activities conducive to a park setting such as boat and recreational equipment rental and educational nature programs. In doing so they believe that it will serve three purposes:

"...drawing other park users to provincial parks, to improve the quality of stay of the existing users and therefore in the long run serve to increase their visitation leaves and, to offer the out of province visitor an opportunity to experience and learn about the province."

Some other recommendations included concentrating on "the production of promotional materials that detail specific park information and preparing subsets of existing literature on a regional basis." Both of these recommendations were accomplished through this Tool Kit. This was done by listing Active Living activities and subsequently where the park officials could refer to get more activities. Also through the promotion and detailing of specific park information of each of the three parks in the Tool Kit another recommendation was fulfilled.

"Investigate and implement low-cost activities which may be offered throughout the years by trained staff within selected parks such as organized hiking and educational programs." A list of low-cost activities were provided along with information on how to implement the activities is included in the Tool Kit.

The Active Living Go for Green Tool Kit has attempted to answer the demands of the public. In order for Parks to be appealing to the public it is necessary that the Parks meet the public's demands. It is through literature such as this Tool Kit that Parks can heed to their clientele's concerns and perhaps expand to a larger market.

**Appendix B:**  
**Community Parks Week Kit:**  
**Planning and Information Kit**  
**(Included: How to Plant a Tree, Build a Birds &**  
**Birdwatching and Trees of Canada lists.)**

**PLANNING AND INFORMATION KIT**

# **COMMUNITY PARKS WEEK**

*Celebrating Our Greenspaces*



# **October 1-7, 1995**

**Please Join In The Celebrations!**



*With support from*







## *Community Parks Week - Planning and Information Kit*

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### ***How to Reach the Ontario Parks Association***

Ontario Parks Association  
1185 Eglinton Avenue East, Suite 404  
North York, Ontario M3C 3C6  
Phone: (416) 426-7157 • Fax: (416) 426-7366



## Community Parks Week - CELEBRATING OUR GREENSPACES

### What Is Community Parks Week?

**Community Parks Week** is an annual Autumn initiative that encourages individuals and communities to protect and restore our environment through participation in a variety of outdoor physical activities and outdoor experiences, which respect and protect the environment.

### When Is Community Parks Week?

**Community Parks Week** is being held October 1 - 7, 1995 in communities across Ontario.

### Community Parks Week — Why In the Autumn?

The parks and open spaces in our communities provide us with diversified outdoor activities year-round, or "four season opportunities". Individuals enjoyment and utilization of parks need not be limited primarily to the warmer months. **Community Parks Week** would like everyone to celebrate the brilliance and majesty of the autumn in Ontario.

Moreover, many people traditionally do much of their tree planting solely in the Spring and may not be aware that the Autumn is an ideal time (if not preferred, in some cases) to plant many varieties of trees.

### Everyone Can Make An Environmental Difference

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has." Margaret Mead

Has anyone in your community ever conveyed that they have a desire to better the environment, but are left feeling helpless and discouraged in light of the number of overwhelming environmental issues?

Each and every day, all individuals can help make a difference for the environment. It is important that everyone is aware that their diversified contributions and actions which protect and care for our environment are meaningful, important, and appreciated.

### Why Should Communities Get Involved?

#### The Friendship Benefit

Bringing the diversified residents of your community including children, youth, families, adults, seniors and the physically and mentally challenged together for **Community Parks Week** will provide an opportunity to develop lasting alliances between those individuals and organizations who are committed to the environment and wish to continue to work together in the years to come.

#### The Health Benefit

By encouraging individuals to regularly participate in outdoor physical activities and experiences that respect and protect the environment may have positive lasting impacts on both their physical and mental well-being.

#### The Smile Benefit

Given the realm of daunting environmental problems our planet faces today, many individuals are often discouraged and may feel the situation is hopeless and their environmental contribution is meaningless. **Community Parks Week** hopes to convey that the answers to our environmental problems are indeed out there. By simply participating in outdoor physical activities and experiences that respect the environment, an individual is making an important contribution and for this, they should be thanked and provided with a wonderful reason to smile!

#### The Environmental Benefit

Encouraging individuals to participate on a repeated basis in forms of outdoor physical activity and experiences that truly respect the environment will protect and restore the environment of our communities for generations to come.

#### Resource Information

The planning and information kit has been designed to assist individuals, schools, municipalities and other organizations in planning a successful **Community Parks Week** Celebration. Please do not hesitate to photocopy an part of this information kit for distribution. Additional complimentary kits and posters are available upon request by contacting the OPA at (416) 426-7157.

#### Official Certificate of Participation

A Certificate acknowledging your community's, school's, environmental group or any other organization's participation in **Community Parks Week** is available. Please let us know that you organized an event or somehow celebrated **Community Parks Week** and we will be pleased to send a certificate of participation to you.

#### Your Feedback and Comments are Needed

Please help us as we begin planning for **Community Parks Week 1996**. We would appreciate your comments, recommendations and suggestions - please photocopy and complete the questionnaire which is inserted at the back of this kit and mail or fax it to the OPA by **November 1, 1995** or sooner if possible. We look forward to hearing from you!

#### Need More Information or Help

Please contact the OPA at (416) 426-7157 and we will attempt to assist you wherever possible. The following complimentary materials are available from the OPA:

- planning and information kits
- posters
- camera ready artwork (of poster) for inclusion in any publication (quarter-page and one-page sizes)
- articles on disk (WordPerfect 5.1) for inclusion in your community newspaper or other publications
- advice and guidance for tree and/or bulb plantings
- volunteer assistance by OPA members with your tree and/or bulb plantings



## COMMUNITY PARKS WEEK Celebrating Our Greenspaces

### Potential Activities/Events:

Various & general activities you may wish coordinate:

- ◆ Adopt-a-tree, adopt-a-bench, adopt-a-park
- ◆ Art exhibition in the park
- ◆ Bandshell or outdoor entertainment
- ◆ Basket weaving, native flower floral arrangements
- ◆ Bird watching
- ◆ Build a compost box for your schools "greenspace"
- ◆ Building & erecting blue bird houses
- ◆ Campfire/nature stories
- ◆ Collect cans to build pyramid - Recycle cans later...biggest pyramid wins. (try a Community competition: contact with Guinness Book of World Records).
- ◆ Community environmental exchange
- ◆ Community Greenspace Competition - Best Looking Native Neighbourhood Park/Greenspace Contest
- ◆ Community Leaf Rake for composting
- ◆ Community Nature Carnival - native community products, dance demos, displays, bird watching
- ◆ Nature games
- ◆ Contest on the best environmentally-friendly idea
- ◆ "Cow dung" bingo (large field and a cow necessary)
- ◆ Crazy environmental hat contest
- ◆ Create an environmental community song
- ◆ Decorate & design your family garbage can or recycle box
- ◆ Discover and share the rich history of your local community parks
- ◆ Enviro-picnic
- ◆ Environmental auction to support local environmental initiative
- ◆ Environmental outdoor talent show
- ◆ Environmental Photo & Picture Competition
- ◆ Environmental story telling
- ◆ Gardening with native plants
- ◆ Hayrides
- ◆ Hold your art class in the park, and draw what you see to celebrate nature on paper
- ◆ Horseback riding
- ◆ Make a video the history of the local community parks
- ◆ Make kites out of newsprint, fly outdoors in community park and recycle your kit
- ◆ Mimic animal sounds in the park
- ◆ Outdoor bingo
- ◆ Outdoor dance: blue grass band music, square dancing
- ◆ Outdoor puppet show
- ◆ Outdoor wildlife seminars
- ◆ Owl prolw
- ◆ Parade: clowns, environmentally-friendly floats, and people dressed as vegetation, wildlife, trees
- ◆ Park clean-up day
- ◆ Pumpkin carving
- ◆ Scavenger hunt for garbage
- ◆ Show environmental movies in the park
- ◆ Stargazing in the park
- ◆ Tree planting, gardening
- ◆ Walk your dog and ensure to "poop and scoop"

#### *Help Reduce Carbon Emissions:*

*Please make a commitment to travel to your event in an environmentally sensitive manner and whenever possible try to reduce automobile travel to an event, and when an automobile must be used please car-pool!*

*Please also consider including directions to your events or community parks for individuals to arrive by bicycle, foot, train, transit, bicycle as opposed to solely providing directions for travel by automobile.*

#### Sporting activities:

- ◆ archery
- ◆ badminton
- ◆ baseball
- ◆ bocci ball
- ◆ broom ball



# Community Parks Week

- ♦ canoeing
- ♦ cricket
- ♦ cycling
- ♦ fitness day - various activities in the park
- ♦ golfing
- ♦ gymnastics
- ♦ hiking
- ♦ horseshoeing
- ♦ lawn bowling
- ♦ mountain biking  
(on designated and authorized trails only)
- ♦ orienteering
- ♦ relay races of various types - feet, bikes, tire tubes
- ♦ roller blading
- ♦ roller skating
- ♦ rowing
- ♦ sailing
- ♦ shuffleboard
- ♦ soccer
- ♦ softball
- ♦ table tennis/pingpong
- ♦ tennis
- ♦ track & field events
- ♦ volleyball
- ♦ walk-a-thon
- ♦ walking

*The above listed is not intended to present an exhaustive list of sporting activities that are deemed to be sensitive to the environment.*

## Potential Promotional Methods

- ♦ airplanes-towing slogans
- ♦ border gardens with vegetation spelling "Community Parks Week 1994"
- ♦ by a local environmental figure
- ♦ downtown/community businesses
- ♦ floating balloon-hot air balloons
- ♦ local parks and recreation departments
- ♦ local libraries
- ♦ local services clubs (Lions, Kiwanis, Rotary, Optimists etc)
- ♦ local radio stations
- ♦ local newspapers

- ♦ local nurseries
- ♦ local environmental organizations
- ♦ local community sport associations
- ♦ local schools
- ♦ neighbourhood community associations
- ♦ school planner - student handbook
- ♦ signs, pamphlets, packages
- ♦ spread the message (word of mouth)
- ♦ street buses - subway walls
- ♦ t-shirts, sweaters, calendars
- ♦ TV commercials - local cable station

## Potential Sub-Themes for activities/events

- ♦ A little bit of nature goes a long way
- ♦ Bike to parks week!
- ♦ Come, participate and enjoy!
- ♦ Come together, in all types of weather!
- ♦ Don't just think about it...do it GREEN!
- ♦ Environment, yours to re-discover!
- ♦ Go ahead, make my environment!
- ♦ Green dining - bring your own silverware!
- ♦ Help clean this place and protect greenspace!
- ♦ Help your park and don't throw it away!
- ♦ Just park it!
- ♦ Just walk!
- ♦ Live Green!
- ♦ Love a tree, come plant with me!
- ♦ Make your mark, come to your park!
- ♦ Missing! Have you seen this park?
- ♦ "Park it" and pick it up
- ♦ Parks are us!
- ♦ Parks bring the outdoors to you!
- ♦ Parks, Hand in Hand with Nature
- ♦ Parks have it all!
- ♦ Parks Proud
- ♦ Plant a tree, a lasting green memory





## "SAMPLE" SPECIAL EVENTS PROGRAM

The types and combinations of events that can be held as part of Community Parks Week are endless. In preparing for your program of events, let your imagination be your guide, and most importantly, enjoy yourself and have fun as you celebrate OUR greenspaces. The "sample" list of events below has been provided to give you some ideas as to how you may wish to structure events on a daily basis.

### Sunday, October 1st

- Official "Kick-Off" Ceremonies at a community park.
- Community Hike in support of "Ontario Hiking Day". Create your own hike or contact your local hiking club (please see page 8 for more information)
- Hold a community "Bring Your Own Silverware" Picnic sponsored by local businesses, service clubs, environmental groups, etc.

### Monday, October 2nd

- Start of "Environmental Photo/Art Contest"
- Outdoor Evening Concert in the park under the stars
- Host a sporting tournament (from list of sports noted on page 4 & 5) dedicated to Community Parks Week.

### Tuesday, October 3rd

- Libraries display books related to the environment
- Children and Youth volunteer to plant trees at seniors' centres or seniors' homes (these greenspaces are often seniors' "parks") and enjoy lunch outdoors together
- Schools across the community are involved in environmental clean-up projects, decorating their family recycling bin and/or garbage can
- Schools and community associations build birdhouse boxes (see nest building, pages 25-29)

### Wednesday, October 4th

- Encourage community associations and clubs to plan special events to recognize Community Parks Week, and offer complimentary lessons on how to play and get more involved with a particular sport that respects the environment
- Businesses, Schools, and local government encourage a "Bike-To-Work" day in honour of Community Parks Week
- Hold a community-wide native tree planting day (please see pages 15-23)

### Thursday, October 5th

- Crazy Environmental Hat Day across the community
- Schools hold art classes in the park
- Bird-watching tours are conducted in the park during the early morning (see bird list, page 13)
- Building of compost boxes
- Displays featuring local environmental crafts

### Friday, October 6th

- Outdoor Dance In The Park with apple cider and pumpkin pie
- Pumpkin Carving Art across the community. Seeds are roasted and leftover portions of pumpkin are composted

### Saturday, October 7th

- Community Camp Fire (where municipal by-laws permit) with nature stories and songs
- Birdhouse boxes are erected across the community by schools
- Fall Bulb Planting day for the community (see page 24), which could be sponsored by local nurseries
- Community Parks Week official closing at 8:00 p.m. by the "Town Crier" with a ringing of the Community Parks "bell". In the event that your Town Hall does not have a bell, then perhaps a church that has a bell which is close to a community park could serve as the Community Parks Week "bell"



### DISCOVER THE UNIQUE HISTORY OF YOUR COMMUNITY PARKS

**"Protecting Tomorrow Today"**

**by**

**Remembering Yesterday.**

*The following article could be re-printed in your local library publication;  
community newspaper or school newsletter and if required,  
is available on disk (in WordPerfect 5.1) from the OPA.*

Virtually every village, town and city in Ontario today has an outdoor space set aside as a public park. This was not always the case. In fact, public parks as we know them are a relatively recent development anywhere.

"Every public open space reflects and to some extent preserves the values of the period in which it was designed and developed. To understand the function of urban open space today, we must look to history. At the same time, it will give us a better basis for decisions affecting recreational land use now and in the future."<sup>1</sup>

In 1985, the historical roots of our National Park System, and their significance for today and our future were celebrated by recognizing the 100 years of achievement since the first park was created at Banff National Park. The Province of Ontario also recognized its proud 100 year tradition in 1993, reflecting on the number of provincial parks created since Algonquin Park was set aside for the people of Ontario. But pre-dating both of these milestones is the time period when enlightened citizens in communities across Ontario began to recognize the need to protect and preserve green space to provide, "...a place of beauty and repose amidst the busy and hectic urban scene."<sup>2</sup>

"Ontario was the first Canadian province to pass legislation governing the development and operation of municipal parks. The Public Parks Act was passed in 1883. This Act allowed cities and towns to establish parks with the consent of the electors in the municipality, and provided for the establishment of boards of park management."<sup>3</sup>

Earlier settlement patterns to Upper Canada from the British Isles between 1791-1850 established the first public green spaces around church plazas, the public square, and on common land which was set aside as public communal pasture for livestock. Military lands in Kingston (City park), Niagara-On-The-Lake, Toronto (Garrison Reserve), Ottawa (Mayor's Hill Park), and London (Victoria Park) are all good examples of lands dedicated for defense purposes that became important public open space areas. Even the cemeteries played an important role in establishing our first places for peace and tranquillity where families and friends could relax, walk and picnic together.

As immigration to Ontario expanded the population rapidly before the turn of the century, many communities dedicated lands as public parks through donations from local citizens. Gore Park, Hamilton, Queen's Park, Barrie, Victoria Park, Orillia, or through other forms of acquisition such as Waverley Park, Port Arthur (now Thunder Bay), which was designated as part of the town lot survey. Although these are only a few examples of the vast number of community parks across Ontario, they are representative of the fact that parks help to define our heritage, they reflect the social, political and economic time periods that have shaped our current development and have always been a place where people gathered for relaxation, recreation and the appreciation of nature.

#### ***Celebrating Our Green Spaces Today***

Community Parks Week, October 1-7, 1995, offers every citizen in Ontario the opportunity to cel-



*(Suggested Proclamation)*

## *Consider Your Own Community Parks Week Proclamation*

Whereas parks, open spaces and natural environments are essential to the health and ecological integrity of our communities; and

Whereas parks and open spaces beautify our environment and create social benefits for individuals and groups; and

Whereas active living and recreation opportunities provided from our communities parks and open spaces provide significant preventive health benefits by contributing to a full and meaningful life for the overall well being for citizens of all ages; and

Whereas parks provide natural teaching theatres where people gain a respect and understanding for ecological responsibility and commitment, contributing towards the restoration, protection and conservation of the environment for today and for the future; and

Whereas the provision and preservation of parks and open spaces are both an investment and essential for our communities collective quality of life;

Therefore, be it resolved that our organization (i.e. school, environmental group, municipality, community association/club, etc.) declares October 1st to 7th, 1995 as "Community Parks Week".



## Hike Ontario

# Ontario Hiking Day

Sunday October 1st 1995

On Ontario Hiking Day we invite all Ontarians to discover the wealth of trails that the province can offer and to experience the joy of walking. There will be hikes in municipal parks, provincial parks, conservation areas and on the volunteer-maintained trails. Why not schedule a hike to start off your Community Parks Week?

Hikes should be easy and attractive, length between four and ten km, and suitable for the whole family. You could have a civic dignitary to kick off the proceedings and perhaps have displays and refreshments at the end. Your local trail club might like to help out with hike leaders. Hike Ontario can supply posters, buttons and leaders' kits, as well as contacts for your local trail club.

Hike Ontario is the non-profit organization representing walkers, hikers and long-distance trails. Member organizations support the Avon Trail, Bruce Trail, Elgin Trail, Ganaraska Trail, Grand Valley Trail, Guelph Radial Line Trail, Lynn Valley Trail, Maitland Trail, Oak Ridges Trail, Rideau Trail, Thames Valley Trail, Voyageur Trail and Waterfront Trail.

Hike Ontario is located at 1185 Eglinton Ave East, #411, North York M3C 3C6, telephones (416) 426-7362 and (800) 422-0552, fax (416) 426-0552. Office hours are Monday, Wednesday and Friday from 2-4 pm and Thursday from 6-8 pm.







### DISCOVER THE UNIQUE HISTORY OF YOUR COMMUNITY PARKS

**"Protecting Tomorrow Today"**  
by  
**Remembering Yesterday.**

*The following article could be re-printed in your local library publication;  
community newspaper or school newsletter and if required,  
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As immigration to Ontario expanded the population rapidly before the turn of the century, many communities dedicated lands as public parks through donations from local citizens. Gore Park, Hamilton, Queen's Park, Barrie, Victoria Park, Orillia, or through other forms of acquisition such as Waverley Park, Port Arthur (now Thunder Bay), which was designated as part of the town lot survey. Although these are only a few examples of the vast number of Community parks across Ontario, they are representative of the fact that parks help to define our heritage, they reflect the social, political and economic time periods that have shaped our current development and have always been a place where people gathered for relaxation, recreation and the appreciation of nature.

#### ***Celebrating Our Green Spaces Today***

Community Parks Week, October 1-7, 1995, offers every citizens in Ontario the opportunity to cel-



celebrate the efforts of our early community residents who had the foresight to set aside and protect open space areas that have formed the foundation of one of the best public park systems in the world. At the same time, we can recognize our collective responsibility as the current stewards of our green space to continue the tradition of expanding our public open space for the next generation. It is this sense of pride and duty as a participant in the process which Community Parks Week can foster, by making every individual feel more involved in their community and recognize the role they can play in protecting green space for environmental conservation and future leisure opportunities.

History has a way of repeating itself! Community parks developed during the boom period after World War II (1950-1970) were very facility oriented and emphasized opportunities for active team sports. Today, there seems to be a shift back to basics, and a need for a more simple naturalistic design in urban parks. Individualized and family-oriented leisure activities such as walking, hiking, swimming and bicycling have all gained great popularity. Community parks today are beginning to reflect our Victorian past, with waterfront development projects where boardwalks allow citizens to stroll along to the sounds of an evening band concert, while other parks accommodate summer festivals and fall fairs, and still others are being left in their natural state to protect the "ecological communities" that exist there.

Community parks have always been the focal point for neighbourhoods and a place for larger community events. With the creation of regional governments, regional planning and the formation of regional conservation authorities in Ontario, the term "community" has expanded in size but not its purpose. Celebrating "Community Parks Week" will help us all to learn from our past that we must protect what we have today so there will be a tomorrow.

### Community Parks Week Project

The Ontario Parks Association is the coordinating organization for Community Parks Week with funding assistance provided through the Active Living and Environment Program (ALEP), an initiative of the Federal Government. Individuals, schools, libraries and parks and recreation organizations are encouraged to plan special events and participate in activities that will help to celebrate our green spaces.

A complimentary information and a planning kit is available from the Ontario Parks Association by calling (416) 426-7157 or FAX (416) 426-7366.

#### References

1. Wright, J.R., *Urban Parks in Ontario Part I: Origins to 1860*, Ministry of Tourism and Recreation, Government of Ontario, 1983, p.1
2. Wright, J.R., *Urban Parks in Ontario Part II: The Public Parks Movement 1860-1918*, Ministry of Tourism and Recreation, Government of Ontario, 1984, p.81
3. Dearden P., Rollins, R., *Parks and Protected Areas in Canada: Parks Legislation in Canada*, Paul Targis, Oxford University Press, 1993, pp. 67-68

*This article was written by Stuart Koch, a volunteer member of the 1995 Community Parks Week Steering Committee. Stuart Koch is also Program Coordinator, Recreation & Parks Operation Program, Seneca College, King Campus, and is an active member of the Ontario Parks Association.*







## "CELEBRATING OUR GREENSPACE"

In

### Photography and Art

Calling everyone including municipal parks departments, schools, libraries, conservation authorities or any community organization to organize their own **ENVIRONMENTAL PHOTO OR ART CONTEST.**

Inviting local citizens and children to take a photograph or draw a picture of their favourite green space and enter it into a contest can help to raise the awareness of how important environmental preservation and conservation is for each of our communities. Displaying the entries in a public area, i.e. city hall, library, school foyer will give the participants recognition as well as recognizing how fortunate we are in Ontario to have such a variety of green spaces to enjoy our outdoor experiences. Displaying the entries in a public area, i.e. city hall, library, school foyer will give the participants recognition as well as recognizing how fortunate we are in Ontario to have such a variety of green spaces to enjoy our outdoor experiences.

#### HERE ARE SOME CONTEST CATEGORIES TO TRY:

- My Favourite Garden
- Where I like to go: Walking, Hiking, Cycling, Camping, Picnicking, Swimming, Canoeing, Birdwatching, Reading, Relaxing, Other...
- My Favourite Park
- My Favourite Green Space
- Where I play: Baseball, Softball, Soccer, Bocce
- My Favourite Conservation/Natural Area
- My Own Backyard

#### CONTEST GUIDELINES:

1. Keep the rules simple to encourage participation.
2. Find your own categories that meet your needs to define how the photos or art will be judged.
3. Get local sponsors to offer prizes and announce winners through the media.
4. Inform the **Ontario Parks Association (O.P.A.)**, 1185 Eglinton Avenue East, Suite 404, North York, Ontario M3C 3C6 • Phone: (416) 426-7157 • Fax: (416) 426-7366 to have your contest winners recognized in the official O.P.A. Newsletter "Green Sward".



## FALL TREE PLANTING - MAKE IT A GREAT TRADITION!

Planting a tree during Community Parks Week will make a contribution to the restoration and protection of your community's environment. Although the planting of one tree is very important, you may wish to develop a long range planting plan for your particular site or location so that additional tree plantings can be carried out in the years to come.

### Why Plant A Tree in the Fall?

Traditionally the planting of trees has taken place primarily in the Spring. While the Spring is generally a good time of year for tree planting, the Fall is also a very good time for a number of reasons.

#### ✓ *Warmer Soil Temperatures in the Fall*

One of the keys to the continued health of a newly planted tree is the soil conditions and temperature of the soil at the time of planting. The average temperature of the soil, because the soil has had the opportunity to warm up over the summer months, is warmer in the Fall as compared to the Spring. In the Spring, depending on the harshness of the Winter, and the occurrence of repeated partial thawing and refreezing of ground, soil may remain frozen to a significant depth and will not be a good time for tree planting.

#### ✓ *Consistent Weather in the Fall*

The Spring can often be characterized by dramatic swings in air temperature as well as dramatic changes in the activity of wind and rain. These types of variables impact negatively on the survival of a tree which has just been planted. The more consistent, predictable weather patterns of the Fall can make planting trees at this time of year more beneficial.

#### ✓ *Site Conditions Favourable for Planting*

The Spring is often a very wet and rainy time of year which affects the firmness of the soil for travelling (if required) to your tree planting site. Generally, the potential for compaction of soil will be reduced with Fall planting due to the general consistency of moisture in the soil. The presence of humans on the site may also be less damaging in the Fall and thus we may be better stewards of the environment.

#### ✓ *Reduced External Threats*

The presence of various pests and diseases is also greater in the Spring than in the Fall. The reduction in these external threats provides the tree with less stresses to contend with and therefore a greater survival planting rate.

### Types of Trees that are most suitable for Fall Plantings

- Ash
- Ginkgo
- Maple (but not red or sugar)
- Poplar
- Elm
- Linden
- Pinoak
- Willow

### General Things to Consider in your Fall Tree Planting

- Tree Size
- Tree Health
- Site Conditions
- Site placement of the tree
- Distance tree will travel before being planted
- Tree Species
- Weather Conditions
- Soil Conditions

*You are encouraged to plant only native trees or those that are indigenous to your geographic location.*

### Planning Your Fall Tree Planting

Some general preliminary questions to ask yourself?

- ✓ What kind of "treescape" do you want to have when your plantings are completed?
- ✓ What are the unique and specific geographic features of your selected planting site?
- ✓ What kind of native trees would you want in your planting?
- ✓ Do you want trees that attract and provide homes for specific animals and wildlife?
- ✓ Do you want your tree planting to be diverse or all the same?
- ✓ How far apart should your selected trees be planted?

### Important Things to Keep in Mind

Not every species of tree is appropriate for Fall plantings and it is important that you do not attempt to plant certain species. Please consult with your local nursery, parks department, arborist, forester or landscape architect prior to choosing the species of tree for your Fall planting.

Using a larger sized caliper tree generally promotes improved survival rates during the winter months. It is also important the trees planted in the Fall be treated with an antidessicant. An antidessicant, which is a spray that is not harmful to the environment (and can be obtained at your local nursery), should be sprayed on the leaves and will prevent water loss by the tree during the winter months.



### *How To See The Forest And The Trees*

*Look Through Your Window  
Past the Pavement and Buildings.  
Look at the Parks and Greenspaces,  
the Forest and the Trees...*

*It is there for Your Benefit and Enjoyment.  
You Need not Imagine a Time in the Future Without Your  
Neighbourhood Park and Greenspace.*

*For Your Dedication and Commitment Today,  
Protecting the Environment in Your Community  
Will Make a Contribution for the Generations to Come.  
Community Parks Week is Only a Small Yet Important Way  
To Celebrate our Parks and Greenspaces.*

### **Arbor Week 1996 - A Great Tree Planting Celebration Please Consider Becoming Involved**

#### **What is Arbor Day?**

The first Arbor Day was celebrated in Nebraska on April 10, 1872. As a means of promoting conservation and correcting the gradual deforestation of the prairie. More than one million trees were planted on that day. Many years and countless millions of trees later, the tradition of Arbor Day continues.

Inscribed on a monument erected in memory of the Arbor Day founder, J. Sterling Morton, are the words: "Other holidays repose upon the past, Arbor Day proposes for the future."

#### **When is Arbor Week?**

Due to the climatic and geographic diversity of Ontario, Arbor Day has evolved in Arbor Week. This "week" begins on the last Friday of April and runs two weekends, ending on a Sunday in May.

#### **For More Information**

A 1996 complimentary planning and information kit is available by contacting Landscape Ontario, 7856 5th Line South, R.R. # 4, Milton, Ontario L9T 2X8 Phone: (905) 875-1805 Fax: (905) 875-3942.



## WHAT ARE THE BENEFITS OF TREES?

Most of us, when thinking about the many ways trees benefit our lives, focus on the number of products we derive from trees — building materials, paper, fibre, oils, gums, syrups, fruit and nuts. We also recognize the visual benefits we reap from trees as leaves change colour from season to season, and small trees group into larger trees.

However, few of us ever stop to realize that trees provide more than just products and ornamental beauty. Trees, in fact, offer an almost endless list of environmental and economic benefits, some of which are crucial to our well-being.

### *Trees offer benefits to:*

#### *Air*

- ♣ A tree produces oxygen while using up carbon dioxide. Some scientists contend that the overabundance of carbon dioxide in the earth's atmosphere will lead to the "greenhouse effect".
- ♣ A tree's foliage filters out fine particulates and smog, and also traps ash, dust, and pollen.

#### *Soil*

- ♣ A tree's falling leaves and needles decompose. This decomposing material provides rich nutrients for the soil.
- ♣ A tree's roots help to anchor the soil, thus preventing valuable topsoil from being blown away by the wind or washed away by the rain.
- ♣ A tree's roots and canopy reduce flooding by allowing rain to percolate into the ground, which reduces rainfall run-off.

#### *Water*

- ♣ A tree, in addition to reducing topsoil erosion, also helps prevent harmful land pollutants contained in the soil from getting into our waterways.
- ♣ A tree, in addition to slowing down water run-off, ensures that groundwater supplies are continually being replenished.

#### *Noise Levels*

- ♣ A tree's various parts absorb sound waves, deflect the waves in different directions, and thereby reduce the sound's intensity. Each 100 foot width of trees can absorb about 6 to 12 decibels of noise. Since a busy highway can generate as much as 72 decibels of sound, trees can make a significant and welcome reduction in noise levels.

#### *Utility Costs*

- ♣ A tree, such as an evergreen, if properly placed in your yard, can act as a windbreak and an insulator. In the winter, this can translate into lower home heating costs.
- ♣ A tree, especially a deciduous, if strategically placed

to provide shade for your home's roof and outside walls, can help reduce air conditioning costs in the summer.

#### *Property Values*

- ♣ A tree adds to the beauty and charm of the landscape and can therefore increase the property's value.
- ♣ A tree breaks up the monotony of masonry, cement, metal and glass along city streets and sidewalks. Areas with trees often attract more people (e.g. tourists, customers).

#### *Recreational Places*

- ♣ A tree provides valuable play areas where children can climb, make a swing and build a tree-house. In urban areas, trees help children to see and appreciate nature.
- ♣ A tree is often used by birds and small animals for shelter, nesting and for the storage of food. Again, this enables all of us to have some contact with nature.
- ♣ A number of trees can help hide unsightly areas such as garbage dumps, highways, scrap yards, mine sites, etc.

As you can see, trees are a valuable resource providing both environmental and economic benefits.

By planting even a single tree, you can make a difference. Each tree will help to contribute to cleaner air, lower energy costs, greater protection of our soil and water supplies, reduced noise levels, and a more serene and beautiful environment in which to live.

Consult your local nursery, landscape architect or parks department to find the tree that is right for your needs and location.

Information reprinted with permission from **Arboretum Week Information and Planning Kit, 1994**



## GENERAL PLANTING INFORMATION

Nursery stock is sold in many types of containers. It comes bare root, in plastic pots, in fibre pots, balled in burlap as well as others. When planting, the type of container is as important as the type of soil in which you plant.

The type of soil and how you plant in it are the key factors in the transplanting of nursery stock. With most soils (loam, sandy, peatmoss soils) peatmoss and manure are good additives. With clay soils peatmoss should be added.

### Bare Root

When planting make sure all broken roots are pruned. Work in soil around roots to eliminate air pockets. Plant may have to be staked.

### Plastic Pot

Water thoroughly and remove the pot. If the roots of container grown plants have occupied all of the soil in the container and appear in anyway 'rootbound', use your hands or a knife to loosen the roots on the side or the bottom.

Plants normally spread their roots beyond their own canopy, until your plant has done so, thorough watering right in the crown will be very important.

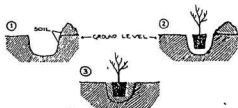
### Fibre Pots

When planting, leave the fibre pot on. The pots deteriorate in the soil. Make sure you break the lip off the pot and that none of the container is exposed in the air. Slitting the pot is also helpful. When watering, make sure to put the water into the actual pot not just around it. See Planting.

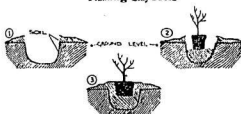
### Balled in Burlap

When planting, dig the hole then set the plant in. Always untie the burlap away from the main trunk. Also slit the burlap to quicken the rotting process.

Planting Most Soils



Planting Clay Soils



1. Dig the hole one foot wider and about six inches deeper than the root ball. Remove some of the soil and add soil additives. In clay soil, hole should be just slightly larger and the ground level raised 1-2 inches.
2. Place the plant at the centre of the hole. In clay soil, hole should be filled slightly before plant is placed.
3. Fill in the hole with soil. Soil should be packed down firmly. At this point, the plant should be watered in. This should be done with a transplant fertilizer. Most contain a high phosphorous formula and a rooting hormone. This fertilization will be the most important your plant will ever get, as it will stimulate the roots to grow into the surrounding soil and establish the plant in its new location.

Information reprinted with permission from Landscape Ontario Horticultural Trades Association Garden Centre Community Group as appeared in *Arboreal Work Information and Planning Kit, 1994*.





## HOW TO CARE FOR YOUR TREE

Trees come in all shapes and sizes and, not surprisingly, the attention they need to grow healthy and strong varies from species to species. After you have selected the variety of tree most suitable for your planting area and have planted it, these steps will help ensure your tree grows to a ripe old age.

### Watering

Watering is a fundamental part of tree maintenance. For trees that have been newly planted, regular watering is imperative in order for the roots to grow into the surrounding soil. But determining the right amount of water is difficult no matter what the age of the tree. Roots will not grow in dry soil, but overwatering can cause roots to rot.

- ❶ To determine if watering is required, test the soil near the tree. If soil, four to eight inches deep is dry or only slightly damp, the tree needs to be watered.
- ❷ Sandy soil, which tends to drain quickly, will require more water than a clay soil, which tends to hold the moisture longer.
- ❸ A tree should be watered at its base. The best method is a slow trickle from the garden hose left to run until water runs off the surface of the soil.
- ❹ Avoid short, frequent watering. This promotes a shallow root system, making the tree more vulnerable to environmental stress.
- ❺ All watering should supplement natural rainfall.

### Mulching

Mulch is a mixture of porous materials which is placed around the base of a tree. A mulch is an important part of tree maintenance because it controls the flow of water to the roots, holds in soil moisture, controls weeds, and protects the tree from injuries sustained by lawnmowers and trimmers.

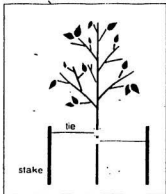
- ❶ Use only an organic mulch. Wood chips and bark chips make effective mulching materials. Never use plastic mulches — it will lead to root and trunk rot.
- ❷ Apply the mulch around the base of the tree — for trees less than 1 metre tall or less than 2.5 cm in diameter, the mulch should be up to 5 cm deep and for larger trees, the mulch should be 10 cm deep.

### Staking

Staking provides a young tree with support until the trunk is strong enough to hold its canopy upright. Careful attention must be paid to the way a tree is staked — if improperly done, staking can weaken a tree and

cause serious damage and deformity. Most newly planted trees will grow better if they are not staked. By leaving the young tree to move freely in the wind, it will develop a better root system and a stronger, more tapered trunk.

- ❶ If you must stake your tree, always use two stakes. Place each stake on either side of the root ball, taking care not to drive the stakes into the root ball.
- ❷ Ties serve to fasten the tree to the stakes, and thereby keep the tree upright. Use ties that are broad, and made from a flexible material (such as nylon webbing or carpet strips).
- ❸ To determine the appropriate height for the ties, move your hand up the tree trunk. Stop at the point where the tree stands upright. The ties should be secured to the trunk at this place.
- ❹ Drive each stake deep into the soil to ensure it won't move in the wind.
- ❺ The height of the stakes should only be two to three inches above the ties. If a stake is too tall, the wind will cause the tree to rub against the stake.
- ❻ Most trees will not need to be staked longer than a year. As soon as the tree can stand on its own, remove the stakes.



### Fertilizing

All trees require nutrients such as nitrogen, phosphorous and potassium. Sometimes the soil does not contain adequate amounts of these elements, and thus fertilizing is necessary. In general, established trees require fertilization every two to three years, either in the fall (after the leaves have fallen) or in the spring (before tree buds form).



☉ Fertilizer can be applied to the surface or placed in the ground around the tree. Nitrogen travels easily through the soil, and thus surface application is adequate.

☉ Low nitrogen fertilizers are preferred to help the tree get established.

☉ Phosphorous and potassium do not move readily through the ground, and therefore should be applied close to the roots.

☉ If using fertilizer on the surface, remember to water the soil thoroughly to avoid burning.

☉ Nitrogen should not be applied in the late summer, unless the tree is deficient in this element. This nutrient can promote new growth which may not have a chance to harden properly before the cold winter weather sets in.

☉ Phosphorous and potassium are effective in the fall since these nutrients enhance winter acclimation.

☉ For a newly planted tree, fertilize at the time of planting and again six weeks later. Apply the fertilizer around the tree in an area approximately three feet wide. Keep the product at least six inches away from the trunk.

## Pruning

Pruning, which involves cutting back branches, is vital to a tree's health. It helps a tree to develop proper structure, and can control the size and direction of growth. If improperly done, pruning can seriously damage your tree, and lead to disease and decay.

☉ Pruning should be performed when the tree is dormant, never when the leaves are falling. However, trees that bleed should be pruned in August.

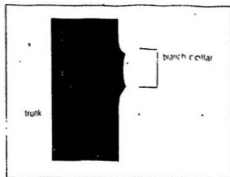
☉ All limbs or branches should be pruned if damaged or diseased, or if rubbing or crisscrossing other limbs and branches.

☉ When pruning, space branches evenly around the tree.

☉ Do not prune the top of a tree to lower its height. Instead, prune by thinning. In addition, trees with a central leader (e.g. birch, alder and most pines) should never be pruned at the top, as this ruins the tree's shape and makes it susceptible to insects and disease.

☉ Do not make cuts flush to the trunk or a branch. Leave a small ridge or collar (but not a stub), so that the tree will be able to heal over the cut more easily.

☉ In general, pruning paint is not recommended for cuts or wounds.



## Protection for the Winter Months

Preparing trees for the cold months of winter must begin in the fall.

☉ Trees should be watered thoroughly prior to the soil freezing. This will ensure the tree has adequate moisture to withstand cold, dry winds.

☉ Young trees or those with thin barks should be wrapped from the bottom of the trunk to the first major branch. Use a commercial tree wrap. In the spring, remove the wrap.

☉ For evergreens, attach a screen to the south, west or windward side of the tree to protect it from the wind and sun. A screen made of burlap or similar material is adequate.

☉ To protect a tree from mice, place a mesh hardware cloth or plastic drain pipe (not black) around the tree. The cylinder should be higher than the expected snow cover to hinder mice from feeding on the bark of the tree.

☉ To protect a tree from rabbits, commercial repellents can be used. These products can either be sprayed or painted on the trunks and branches. Depending upon the severity of the weather, it may be necessary to reapply the repellent sometime during the winter.

To properly maintain the trees you own, consult an expert—tree nurseries, arboricultural groups, etc. will provide you with all the information you'll need to look after your particular species of tree. In addition, they can tell you about the most suitable trees for your needs based on soil type; size of lot; amount of sunlight, wind and moisture; and planned usage (ornamental, wind barrier, etc.).

Information reprinted with permission from *Arbor Week Information and Planning Kit, 1994*.



## TREES OF CANADA

<b>Alaska Larch</b> american green black grey hoary mountain oregon red sitka speckled tag thinleaf western white	<b>Birch (cont'd)</b> silver sweet water weeping white wire yellow bitternut Cedar eastern red eastern white oriental western red	<b>Elm (cont'd)</b> scotch shasta spanish white <b>Hawthorn</b> black dotted downey english quebec Hemlock eastern ground mountain western	<b>Maple (cont'd)</b> japanese manitoba mountain norway red silver soft striped sugar sycamore vine <b>Mountain Ash</b> american european showy Mulberry red white Oak black bur chestnut english garry northern pin pin poison red scarlet swamp white white Pawpaw Pine austrian bull eastern white hard jack limber lodgepole mugho norway nut oregon pitch ponderosa red rocky mountain white scotch scots	<b>Pine (cont'd)</b> scrub shore silver soft stone western white weymouth whitebark <b>Poplar</b> balsam carolina european white lombardy silver western balsam yellow <b>Pussywillow</b> Russian Olive Sour gum Spruce bigcone black blue bog cat douglas englemann norway red sitka swamp western white <b>Willow</b> bayleafed beaked bebb black golden shinning weeping <b>Yew</b> Canada english pacific western
<b>Alder Buchthorn</b> Allegheny Serviceberry Almond flowering Apple Apricot Ash black blue european green mountain Northern red oregon prickly red swamp wafer white Aspen large toothed trembling Beech American blue copper european Birch alaska black blueleaf canoe cherry grey paper	<b>Cherries and Plums</b> bird bitter black black choke canada choke fire pin Cottonwood Dogwood alternate leaved eastern flowering poison red branched round leaved rough leaved western flowering Elm american chinese cork english red rock siberian slippery umbrella white wychfir alpine balsam blue douglas douglas grand lowland	<b>Locust</b> black honey Magnolia Maple amur ash-leaved bigleaf black broadleaf douglas hard		

Use this list as a guide to the trees found in your community



## **LOOKING FOR A NEW PLACE TO SLEEP?**

**For one low price you  
can own a luxurious  
house in a quiet  
neighbourhood.**

**You can build houses especially for  
Eastern Bluebirds, Tree Swallows,  
House Wrens and Chickadees.**

**These houses provide easy access  
for observation and cleaning.**

**One 4' x 8' sheet of plywood  
will make 10 houses.**

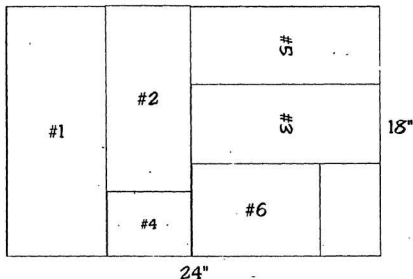
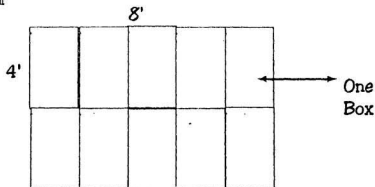
**If you are interested, PLEASE  
follow the important instructions  
in this kit.**



## Nest Building Instructions

### MATERIALS

- 4' x 8' x 3/4" sheet of D grade Plywood (this will give you materials for 10 boxes if cut according to given pattern).
- Approx 1 1/2" nails
- Hammer
- Sandpaper to sand the entrance.
- Outdoor latex paint (natural colour is green) and paintbrush.
- Drill





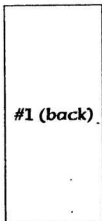
## Nest Building Instructions cont...

### #1 BACK

Cut one piece.

6 1/2" x 17"

Drill two 1/4" holes 2" from top and bottom  
for attaching to posts or trees.



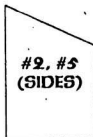
#1 (back)

### #2 (SIDE) & #5 (OPENING SIDE)

Cut one for each #2 & #5.

10 3/4" x 5" x 9 3/4"

Drill 1/4" holes two inches down from  
the top for vent holes.



#2, #5  
(SIDES)

### #3 (FRONT)

Cut one piece

9 3/8" x 6 1/2"

Cut 1 1/2" hole so that the centre of the hole is 1  
3/4" down from the top and 3 1/4" in from both  
sides. Also, make rough cuts in both diagonal  
directions on the INSIDE of the front to allow young  
birds a better chance of climbing out.



#3 (FRONT)

#4  
(BOTTOM)

### #4 (BOTTOM)

Cut one piece

5" x 5"

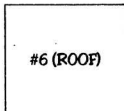
Drill five evenly spaced 1/4" holes  
in the bottom to allow for proper drainage.



### #6 (ROOF)

Cut one piece

8" x 8 1/2"



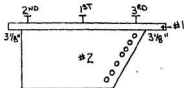
#6 (ROOF)



## Nest Building Instructions cont...

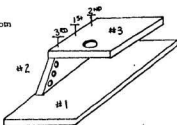
### STEP ONE

Nail #1 (back) to #2 (side), 3/8" in. from the edge.  
Nail centre nail first keeping edges even. Use three Nails.



### STEP TWO

Nail #3 (front) to #2 (side). Nail 3/8" in. from edge, keeping edges even. Use three nails.



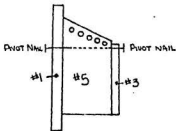
### STEP THREE

Place #4 (bottom) between #1 (back), #2 (side), and #3 (front). Use one nail on each side, nailing 3/8" in from the edge.



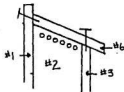
### STEP FOUR

Nail #5 (opening side) between #3 (front) to #1 (back). \*NOTE\* This MUST be nailed on two pivots. Pivot nails must be nailed straight across from each other to swing open properly.



### STEP FIVE

Place #6 (roof) with equal overhang over each side, #2, #5. Nail to #3 (front) and #2 (side). Nail from #1 (back) to #6 (roof), BUT NOT TO #5 (opening door).





### MONITORING INSTRUCTIONS

(for Bluebirds)



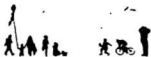
1. These boxes must be placed on the edge of a field close to a forested area. Place them on a post or old fence.
2. Make sure there is not a lot of disturbances in the area as the Bluebird likes to have a little privacy.
3. When approaching the box, do not walk in a straight line, curve towards and away from the box so that animals such as raccoons will not follow your scent.
4. Only approach the boxes in groups of two. The remainder of monitors should remain 50 feet back from the nest.
5. Carefully open the side door so not to jar the nest or startle the birds.
6. The male comes first to investigate the area of the nest. If the site is approved by the female, they will begin to build a nest. It will take approximately one week to build this nest. The female will lay one egg a day for four to five days. They are the colour of a Robin's eggs. They will hatch 14-15 days later. Be very careful when opening the door on the 10th day after hatching because they will fly out too soon.
7. After all the birds have gone, remove the old nest and discard of it far from the box.

***Note: For other birds who choose to occupy your birdbox home, the following information will provide you with general nesting patterns:***

- The nest of a Bluebird is made of neatly piled grasses.
- The nest of the Tree Swallow is made of grass and lots of feathers (they are very dirty birds).
- The nest of the Wren is made completely of twigs.
- The nest of the Chickadee has soft fluffy downy materials.







# Community Parks Week 1994

*What A Great Celebration It Was!*

## Precious Notes...

Jeanne Hood, Assistant Deputy Director, Parks & Recreation, City of Elliot Lake and Past-President of GFA, received numerous short but succinct notes of thanks from enthusiastic children regarding their tree planting activities for Community Parks Week 1994. Here are just a few from Estren School in Elliot Lake.

October 12, 1994

Dear Mrs. Hood,

Thank you for the deciduous maple tree. The tree looks very healthy. We are going to water it today. Bye for now. Yours Truly, Tara.

October 13, 1994

Dear Hood,

Thank you for bringing the tree in. I hope you come again with more trees. I would really like to plant more trees with you. Thank you helpers. They did a great job too. I don't want them to be mad at me just because I left them out. If we didn't have their help, we could not do it with out them. Well I have got to go. Bye for now. Jason

October 13, 1994

Dear Mrs. Hood,

Thank you for the Maple tree. These tree's leaves fall and I like to keep them to use on waxed paper. Your tree is healthy. We put water on it yesterday. Bye for now, Nathalie Barrette

October 14, 1994

Dear Mrs. Hood,

Thank you for the tree. I enjoyed planting the tree especially digging a hole. Bye for now. Nick



▲ Girl Guides adopted, cleaned, planted shrubs and bulbs for Community Parks Week, Brampton, Ontario



Helping Out Rain or Shine" (it rained...) Brantford, Ontario



A tree is planted by a class Elliot Lake, Ontario

▲ Being shorter than his shovel did not hinder three year old Jonathan Bell. Brantford, Ontario



Seneca College RPO students, gather for Community Parks Week King City, Ontario



▲ "To the left, or Was It To The Right?" Participants enjoy fitness in the park Elliot Lake, Ontario



# Community Parks Week 1994

*What A Great Celebration It Was!*

### COMMUNITY PARKS WEEK 1994 - THANKS FOR THE COMMENTS!

*The following are few of the comments received:*

- ♣ I found the planning and information kiet informative and full of great ideas. I only wish we had more time to pursue more of your suggested activities; hopefully next year. (Christine Kelterborn, Trail Coordinator, Village of Erin)
- ♣ .. We look forward to working with your Association in 1995 and once again commend you on the delivery of such a viable product with which we were able to easily adapt and form into a meaningful event in our community. (Mayor George Farkouh, City of Elliot Lake)
- ♣ This event helps promote the department's aims and benefits the community as the same time. (Sally Paul, Coordinator, Parks & Recreation, City of Brantford)
- ♣ ... Community Parks Week - Celebrating Our Greenspaces special event, the event was an excellent way to promote Parks Mississauga. (Janet MacPherson, Community Services Marketing Officer, City of Mississauga)

### 1994 PLAQUE RECIPIENTS



Central Lake Ontario Conservation Authority, Oshawa  
City of Brampton  
City of Brantford  
City of Elliot Lake  
Village of Erin  
Town of Hallow Hills  
City of Kitchener  
City of London  
Maple Wood Public School, Mississauga  
City of Mississauga  
Seneca College, King Campus  
City of St. Thomas  
St. Monica Catholic School, Pickering

The wording on 1994 Community Parks Week Plaques read:  
In recognition and appreciation of your important and meaningful contributions during Community Parks Week, October 1 - 7, 1994. We commend and applaud your commitment to the protection and restoration of the environment through your involvement in, and support of, outdoor physical activities and experiences which respect and protect the environment.



The Ontario Parks Association is a non-profit and open space organization established in 1936 which is committed to the advancement, conservation and protection of the parks and open spaces. The OPA believes that:

- Parks, open spaces and natural environments are essential to the health and ecological integrity of our communities, and
- That all citizens have the right to enjoy access to a range of outdoor leisure opportunities.

The OPA welcomes your involvement. If you would like membership information, or general information on the OPA, please contact us at:

**Ontario Parks Association**  
1185 Eglinton Avenue East  
Suite 404  
North York, Ontario  
M3C 3C6  
Phone: (416) 426-7157  
Fax: (416) 426-7366



ONTARIO PARKS ASSOCIATION



## Community Parks Week

*Thank you for your interest in Community Parks Week - Celebrating Our Greenspaces. The Ontario Parks Association wishes to gratefully acknowledge the funding support from the Active Living and Environment Program (ALEP), a Government of Canada initiative, which has made this 1995 initiative possible. We also wish to thank all our organizational partners, whose logos appear on this page, for their involvement and support!*



**Hike  
Ontario**



**Seneca College**



ONTARIO MUNICIPAL  
RECREATION ASSOCIATION



The Conservation Authorities  
of Ontario



Appendix C:  
Scavenger Hunt list, Environmental

The following **ENVIRONMENTAL CHECK LIST SCAVENGER HUNT** is aimed at young children accompanied by adults or youth groups or adults who lack experience with the natural world. Rather than trying to identify flora and fauna the object is to encourage them to use all of their 5 senses to experience the wonder and beauty of the natural world.

The check lists will be accompanied with "Animal Tracks" pamphlets.

#### ENVIRONMENTAL CHECK LIST SCAVENGER HUNT

- \_\_\_ SOMETHING STICKY
- \_\_\_ A BELL SHAPED FLOWER
- \_\_\_ SOMETHING GROWING ON A DEAD TREE
- \_\_\_ AN ORANGE MUSHROOM
- \_\_\_ SOMETHING SLIMY
- \_\_\_ BIRD TRACKS
- \_\_\_ A BEE
- \_\_\_ A PURPLE FLOWER
- \_\_\_ SOMETHING LOUD
- \_\_\_ A SPIDER WEB
- \_\_\_ SOMETHING OUT OF PLACE
- \_\_\_ SOMETHING THAT SWIMS
- \_\_\_ SOMETHING THAT EATS PLANTS
- \_\_\_ A BIRD CALL
- \_\_\_ A GOOD PLACE FOR AN OWL TO LIVE

#### ENVIRONMENTAL CHECK LIST SCAVENGER HUNT

- \_\_\_ SOMETHING SOFT
- \_\_\_ A FLOWER WITH 5 PETALS
- \_\_\_ SOMETHING GROWING ON A LIVE TREE
- \_\_\_ A RED MUSHROOM
- \_\_\_ SOMETHING SHARP
- \_\_\_ RABBIT TRACKS
- \_\_\_ A BUTTERFLY
- \_\_\_ A WHITE FLOWER
- \_\_\_ SOMETHING SHINY
- \_\_\_ A BIRD NEST
- \_\_\_ SOMETHING STRANGE
- \_\_\_ A BUBBLE
- \_\_\_ SOMETHING THAT EATS FLESH
- \_\_\_ A SEED
- \_\_\_ A GOOD PLACE FOR AN ANIMAL TO LIVE

#### ENVIRONMENTAL CHECK LIST SCAVENGER HUNT

- \_\_\_ SOMETHING FUZZY
- \_\_\_ A FLOWER WITH 4 PETALS
- \_\_\_ SOMETHING GROWING ON A ROCK
- \_\_\_ A WHITE MUSHROOM
- \_\_\_ SOMETHING SMOOTH
- \_\_\_ MOOSE TRACKS
- \_\_\_ A DRAGONFLY
- \_\_\_ A YELLOW FLOWER
- \_\_\_ SOMETHING ROUGH
- \_\_\_ AN ANIMAL HOLE
- \_\_\_ SOMETHING WRONG
- \_\_\_ SOMETHING THAT PLAYS
- \_\_\_ SOMETHING THAT LIVES IN THE WATER
- \_\_\_ A RED LEAP
- \_\_\_ A GOOD PLACE FOR A BIRD NEST

Appendix D:  
Scavenger Hunt List, Nature

The following three NATURE CHECK LIST SCAVENGER HUNTS are aimed at adults, children accompanied by adults and youth groups with a reasonable level of experience with the natural world such as Junior Forest Wardens, Pathfinders, Scouts etc. The check lists will be accompanied with "Some Woodland Flowers", "Some Peatland Flowers", "Animal Tracks", "Some Newfoundland Birds", and "Trees and Shrubs" or photocopies from the appropriate pages

#### NATURE CHECK LIST SCAVENGER HUNT

BUNCH BERRY	(3)
BLACK SPRUCE	(3)
AMERICAN CROW	(5)
RED SQUIRREL	(5)
CORN LILY	(5)
TWIN FLOWER	(5)
SHUDEW	(5)
INDIAN PIPE	(5)
LARCH TREE	(5)
NORTHERN WILD RAISIN	(10)
COMMON LOON	(10)
DARK-EYED JUNCO	(5)
SHOWSHOE HARE	(15) TRACK ONLY (5)
WOODPECKER (ANY KIND)	(10)
BLUERERRY	(4)

Total Score:

#### NATURE CHECK LIST SCAVENGER HUNT

CANADA MAYFLOWER	(3)
BIRCH (ANY KIND)	(5)
GREY JAY	(5)
RUFFED GROUSE	(5)
LABRADOR TEA	(5)
BLUE FLAG IRIS	(5)
CRANBERRY (ANY KIND)	(5)
DRAGON FLY	(5)
CHUCKLEY-PEARS	(5)
DOGBERRY (ANY KIND)	(10)
CANADA GOOSE	(10)
BLUE JAY	(5)
MOOSE	(15) TRACK ONLY (5)
OSPREY	(10)
PUSSY WILLOW	(4)

---

TOTAL SCORE

#### NATURE CHECK LIST SCAVENGER HUNT

STAR FLOWER	(3)
BALSAM FIR	(5)
HERRING GULL	(5)
BLACK CAPPED CHICKADEE	(5)
PITCHER PLANT	(5)
LAMKILL	(5)
CUTTON GRASS	(5)
BAKE-APPLE	(5)
ALDER (ANY KIND)	(5)
RED-OSIER DOGWOOD	(10)
COMMON RAVEN	(10)
AMERICAN ROBIN	(5)
RED FOX	(15) TRACK ONLY (5)
BALD EAGLE	(10)
RED RASPBERRY	(4)

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Total Score:

Appendix E:  
Canada's Food Guide Handout



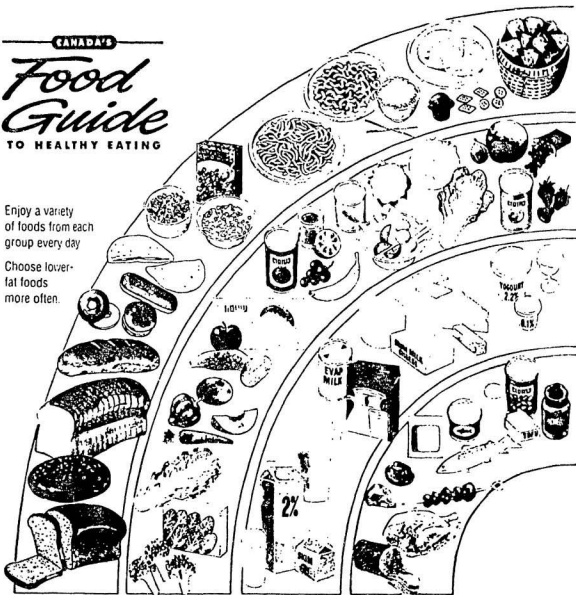
CANADA'S

# Food Guide

TO HEALTHY EATING

Enjoy a variety  
of foods from each  
group every day

Choose lower-  
fat foods  
more often.



## Grain Products

Choose whole grain  
and enriched  
products more  
often.

## Vegetables & Fruit

Choose dark green and  
orange vegetables and  
orange fruit more often.

## Milk Products

Choose lower-fat  
milk products more  
often.

## Meat & Alternatives

Choose leaner meats,  
poultry and fish, as well  
as dried peas, beans and  
lentils more often.

**CANADA'S**  
**Food Guide**  
**TO HEALTHY EATING**  
**FOR PEOPLE FOUR YEARS AND OVER**

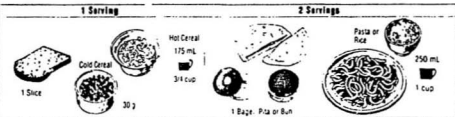
# Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

## Grain Products

### 5-12

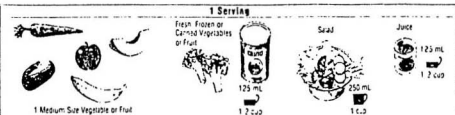
SERVINGS PER DAY



## Vegetables & Fruit

### 5-10

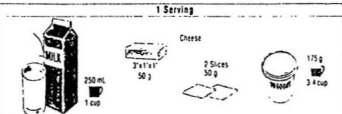
SERVINGS PER DAY



## Milk Products

SERVINGS PER DAY

Children 4-9 years: 3-3  
 Youth 10-18 years: 3-4  
 Adults 19-64  
 Pregnant & Breast-feeding Women: 3-4



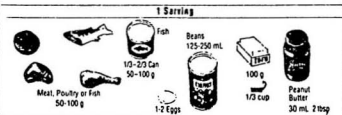
## Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or calories, so use these foods in moderation.

## Meat & Alternatives

### 2-3

SERVINGS PER DAY



*Enjoy eating well, being active and feeling good about yourself. That's VITALIT*

## Appendix F: References

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